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ABSTRACT

This statewide plan for higher education is based on the concepts of a rolling five-year plan, wherein planning occurs constantly five years into the future, concurrent with more immediate ongoing programs and budgeting. It is a formal, statewide planning process. The broad aim of postsecondary education in Colorado is stated: to promote and preserve quality, diversity, accountability, and access, while at the same time enhancing equality of opportunity. The aim is translated into seven goals and twenty specific objectives. (Author/MSE)

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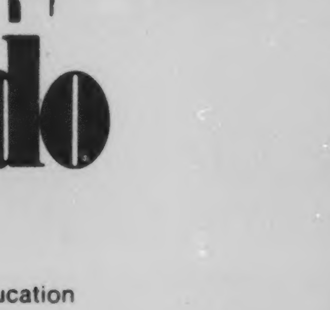
A Plan and a Process for Postsecondary Education in Colorado



1978-79 through 1982-83
Access and Quality

Colorado Commission on Higher Education

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A PLAN AND A PROCESS
FOR POSTSECONDARY EDUCATION
IN COLORADO:
QUALITY AND ACCESS

1978-79 through 1982-83

Colorado Commission on Higher Education
February 1, 1978

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Members of the Legislature:

"A Plan and a Process for Postsecondary Education in Colorado: Quality and Access, 1978-79 through 1982-83", is forwarded in conformance with Colorado Revised Statutes 1973, Section 23-1-105. This document represents the first step in the complex process of planning for Colorado postsecondary education. A substantial portion of the plan can and will be implemented by the Commission on Higher Education and the individual governing boards. There are also many areas which, in the judgment of the Commission, will require legislation. The Commission has identified those areas and will seek legislative support for each of them. In addition, the Commission seeks legislative support for the basic concepts of the plan and the process of planning.

The process of planning is as important as the plan itself. The Commission will report to the Legislature in 1979 on progress made toward implementing the plan and in 1980 will provide the Legislature with an update. A complete revision of the plan will be provided at the end of the five-year planning period.

The Commission held public hearings in Pueblo, Grand Junction and Denver and met jointly with institutional governing boards and the Board of Directors of the Auraria Higher Education Center to discuss draft staff proposals.

The Commission appreciates the support provided by the Legislature and the Legislative members of the Commission Advisory Committee in the preparation of this plan,and in particular the efforts of the Legislative Interim Committee on Higher Education, its chairman, Representative Virginia Sears and its Vice Chairman, Senator Hugh Fowler. The Commission hopes to continue to work closely with the Legislature in planning for Colorado postsecondary education.

Sincerely,

Catherine D. Stonington
Chairman

CDS:jbf

ACKNOWLEDGEMENTS

Planning requires cooperation. The Commission is grateful for the contributions of all individuals who served on the task forces, the Commission Advisory Committee, and to those campus personnel, public officials and concerned citizens who cooperated in this endeavor. Governing boards met on short notice to consider difficult policy questions. Governing board executives, institutional chief executives and their staffs provided rapid responses. Institutions provided key staff to the Commission to serve as a planning team: Dr. James Schoemer, the project team leader, came from Colorado State University; Dr. Charles Angeletti came, as part of his American Council on Education Internship, from Metropolitan State College; Dr. James Buysse came from the Division of Community Colleges; and Dr. Joseph Geiger came from the University of Colorado. It would have been impossible to prepare this plan without their assistance, experience and sensitivity to the problems and issues of Colorado postsecondary education. Secretarial services were provided by the Trustees of State Colleges. Metropolitan State College provided the services of their printing plant so that a draft was available in a timely manner. The cover of the final report was designed by Colorado State University. The editing of the final draft was accomplished by Dr. Martha Gulbenkian from the University of Colorado. Final typing of the plan was done on word processing machines provided by Tom Sheehan, Executive Director of the Department of Administration, and his staff of Melinda Thompson, Debbie Chilcutt and Linda Davis.

As the team commenced its work on the plan, the Legislative Interim Committee on Higher Education began its own review of higher education in Colorado. The Committee hearings and staff work provided excellent background for the Commissions's endeavors. The Interim Committee visited many campuses in Colorado and held lengthy discussions with administrators, faculty, students, staff and citizens. The Commission is grateful to Representative Virginia Sears, Chairman of the Committee, and Senator Hugh Fowler, Vice Chairman, as well as the other members of the Interim Committee. The assistance of Stan Elofson, Joyce Emmerson and Cindi Gorshaw of the Legislative Council staff, and Sue Burch, of Legislative Bill Drafting, were invaluable in the development of the knowledge which led to this plan.

The guidance and response provided by the Governor of the State of Colorado, Richard D. Lamm, and members of the Cabinet were appreciated.

Responsibility for the plan fell heavily on the professional and clerical staff of the Commission, creating unique logistical problems as they carried out the daily functions of the office.

The Commission is thankful to all of the above ,and others not mentioned, for the assistance and support in continuing the process of master planning for Colorado postsecondary education.

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SECTION I

INTRODUCTION

BACKGROUND

Early in 1974 the Colorado Commission on Higher Education initiated a major planning effort for postsecondary education in Colorado. Over 500 letters were sent by the Commission to individuals throughout the State requesting assistance in identifying major issues facing postsecondary education during the next decade. The responses were thoughtful and productive and resulted in the identification of eight major issues.

Eight task forces, composed of individuals with a variety of backgrounds, were assembled to address the following issues:

1. Governance and process
2. Roles of public colleges and universities
3. Pricing in higher education
4. Access and delivery
5. Manpower and educational policy
6. The private sector
7. Graduate education and research
8. Financing higher education

The task force reports were a valuable resource in the preparation of this plan. Many of the recommendations remain timely and have been incorporated into the plan.

In setting the stage for master planning, it is appropriate to set forth the statutory responsibilities of the Colorado Commission on Higher Education with respect to state supported institutions of higher education. According to statute, the Commission will:

1. Review and approve new curriculum programs
2. Review and approve roles and functions of institutions
3. Recommend programs to be eliminated or consolidated
4. Recommend the establishment of state supported institutions
5. Develop a unified program of extension offerings
6. Develop state-wide plans for higher education
7. Recommends on budgets, relative to roles, missions and plans of each institution
8. Prescribe uniform financial reporting systems
9. Prescribe uniform procedures for development of capital construction programs
10. Recommend priority of funding for capital construction projects
11. Review and approve facilities master planning and program planning
12. Conduct statistical and other studies

13. Administer selected federal programs
14. Perform other legal functions

Complete statutory reference is provided as Appendix B.

This master plan is a response to the 1977 Colorado General Assembly directive that the Commission prepare, by February 1, 1978, a state-wide plan for higher education. That directive is cited below.

23-1-108. Duties of commission with respect to comprehensive planning, research and statistics. (2) No later than February 1, 1978, the commission shall develop its state-wide plan for higher education pursuant to paragraph (a) of sub-section (1) of this section. The commission members shall appear and report annually to the appropriate standing committee of each house of the general assembly, at a regular or special meeting of such committee, concerning higher education programs and its recommendations concerning such programs. Such plans may be revised from time to time thereafter, and any such revisions shall be reported to the appropriate standing committee.

The use of master plan information in the budget review process is also provided by statute as follows:

23-1-105. Duties of commission with respect to appropriation requests. (1) Requests for state appropriations for the state-supported institutions of higher education shall be submitted on uniform forms prescribed by the commission and approved jointly by the office of state planning and budgeting and the joint budget committee. Requests shall be prepared which reflect each program and activity for which state appropriations are sought, including but not limited to degree programs, extension service, research, inter-collegiate athletics, and nondegree instruction. Such requests shall be submitted to the commission, office of state planning and budgeting and joint budget committee of the general assembly at dates specified by the commission consistent with requirements and procedures of the office of state planning and budgeting and the availability of fall enrollment figures. The commission shall study each budget request to determine its consistency with state plans and policies and institutional roles and missions. It shall present to the governor and the joint budget committee of the general assembly a report with its comments and recommendations relating to the requests, including priorities for appropriations, with reference to the roles and missions of the institutions of higher education and to plans and policies for the system of higher education as a whole. The commission shall be given opportunity by the joint budget committee of the general assembly to present its recommendations to the committee prior to any budget hearings for any institution or group of institutions by the committee. At the budget hearing the commission shall also present its recommendations on capital construction projects for the institutions, as determined under the provisions of section 23-1-106.

The commission shall study each budget request to determine its consistency with state plans and policies and institutional roles and missions. It shall present to the Governor and the joint budget committee of the general assembly a report with its comments and recommendations relating to the requests, including priorities for appropriations, with reference to the roles and missions of the institutions of higher education and to plans and policies for the system of higher education as a whole. The commission shall be given opportunity by the joint budget committee of the general assembly to present its recommendations to the committee prior to any budget hearings for any institution or group of institutions by the committee. At the budget hearing the commission shall also present its recommendations on capital construction projects for the institutions, as determined under the provisions of section 23-1-106.

THE PLAN AND THE PLANNING PROCESS

Within the context of this document, the term "master plan" is defined as follows:

> A broad design for the future . . . which organizes variables to provide . . . a structured frame of reference . . . within which effective programmatic and budgetary decisions can be made . . . about postsecondary education in Colorado.

The plan is not an attempt to make every major decision or recommendation needed for the planning period. People change, environments change, needs change. Consequently, plans change. This master plan is no exception. Many elements of this plan will change or be modified during the next few years. The potential for change in this plan is recognized and anticipated.

If plans change, why plan at all? The value of long-range planning is still questioned in some quarters. Many individuals remain skeptical that planning is a useful management tool. Given such attitudes, it is appropriate that the Commission provide the following rationale for planning for postsecondary education in Colorado:

1. The Investment Education Represents
   Approximately 23% of the State General Fund is dedicated to postsecondary education. Education in Colorado is a long-term investment; by its nature it is not a commodity that can be designed and financed on short notice. Consequently, it is important that resource allocations be based on long-range rather than annual or biannual perspectives.

2. The Need For Specialization
   Both at the state level and nationally, the explosion of knowledge and increasing certification and speciality training requirements have placed greater demands on postsecondary education. Since it is not possible for a single institution to do everything for everyone, the various components of postsecondary education must specialize. To attempt too much will result in little excellence. The planning process enables state institutions to focus on specific academic areas and strive for leadership and quality in those areas.

3. The Need For Diversity
   While a certain degree of commonality among postsecondary institutions is important, it is also true that selected diversity among institutions is desirable. Long-range planning will assist

postsecondary institutions in maintaining and developing elements of uniqueness.

4. The Limitations to Growth
   As in any organization, postsecondary institutions included, programmatic and budgetary flexibility are reduced as a state of limited growth is reached. Reduced flexibility dictates that careful long-range decisions be made to assure that all resources -- personnel, facilities, equipment and the like -- are properly allocated for economical and educational effectiveness, while maintaining access and quality.

5. The Need to Respond to Changing Environments
   Historians continue to point out the "lag-time" of educators in identifying changes in societal needs and providing leadership in meeting those needs. Long-range planning, particularly state-wide planning, enables postsecondary education to respond more quickly to changing needs in the State.

6. The Interrelatedness of Institutions
   The Colorado system of postsecondary education has reached a stage of development wherein activity in one institution or segment invariably affects others. Long-range planning provides the mechanism for determining such effects prior to implementation.

7. The Intrinsic Value of Planning
   The planning process itself is valuable. It forces decision-makers out of the day-to-day perspective and improves communication within the organization.

For the above reasons, the Commission has committed itself to long-range planning. Postsecondary education has entered a period in Colorado which dictates that formalized state-wide planning is not only necessary, but urgent.

Planning has occurred in Colorado postsecondary education for many years. Institutions have assessed their directions and objectives and several have, since the early 1970s, submitted master plans to the Commission.

This type of planning, while of great value, has not thus far provided the State with a coordinated and integrated management perspective. Consequently, it is the purpose of this document not only to set forth a long-range plan, but equally important, to set in motion a formal state-wide planning process for postsecondary education.

This master plan is developed for the five-year period 1978-79 through 1982-83. The five-year period was chosen because it is long enough to encompass the exploratory stages of potential program development or change. At the same time, the period is short enough to allow for a logical evaluation of program proposals, including the need for the program, the state-wide impact, the resource requirements and the sources of support.

The planning process includes the concept of a "rolling" five-year plan. That is, planning should constantly occur five years into the future concurrent with more immediate programmatic and budgetary decision-making.

It is the intent of the Commission to keep this document current. In this regard, the following commitments are established:

1. In February 1979, and annually thereafter, a report will be presented to the Colorado Legislature and the postsecondary education community on progress made in accomplishing the planning objectives.

2. The plan will be updated every two years or more often as warranted by new information and developments affecting postsecondary education.

3. A major revision of the plan will be presented in 1982-83.

4. The Commission will work with the Office of State Planning and Budgeting to establish formal lines of communication with the Department of Education (enrollments, transfer and remedial education), the Department of Labor and Employment (manpower demand and supply and training needs), the Department of Local Affairs (population and economic data) and the Civil Rights Commission. Communication will be established with other state departments and agencies wherever joint efforts are warranted.

5. The Commission will develop a process whereby each institution, by marshalling its talents and constituencies, establishes and maintains procedures for the continuing appraisal of the world in which we live and the attributes which citizens must have to live and function effectively therein.

6. The Commission will assume responsibility for providing a framework within which institutional planning will occur. The need for and development of institutional master planning is discussed in more detail in Section V.

SECTION II

POSTSECONDARY EDUCATION IN COLORADO: GOALS AND OBJECTIVES

The broad aim of postsecondary education in Colorado is to promote and preserve quality, diversity, access and accountability, while at the same time enhancing equality or opportunity.

1. Quality
To maintain and enhance quality in instruction, research and public service in order to promote the health, welfare and security of the State, nation and international community.

2. Diversity
To provide reasonable choice among public and private institutions and programs, appropriate to each person's educational needs, capabilities and interests.

3. Access
To provide full and equal access, to the extent reasonable, for all persons capable of and interested in postsecondary education.

4. Accountability
To insure state-wide and institutional accountability through coordination and cooperation within the total educational system.

5. Equality of Opportunity
To insure equality of opportunity for all persons regardless of age, sex, race, religion, physical disability or socio-economic background.

With limited resources, the balance between quality of programs and universal access must be maintained. The one requires sacrifices from the other, and providing an appropriate balance is one of the main purposes of planning.

The goals and objectives which follow have been developed in light of the above aim and do not represent a radical departure from those of the existing postsecondary education system. Historically, Colorado has placed a high priority on education and has invested considerable resources in the education of its residents. The system has demonstrated an ability to respond to new challenges, and the possibilities for renewal and improvement within the present system are impressive. This document assumes, therefore, that postsecondary education will build upon the solid traditions of educational achievement that currently exist. The document also assumes that the quality of life in Colorado can be improved, and that the postsecondary education system is a major agent in facilitating the enrichment of human experience.

GOALS

Postsecondary education in Colorado has the following goals:

1. The Development of an Informed and Educated Citizenry
To promote an increased understanding of our society as a functioning system and to develop an educated citizenry appropriate to our economic,

political and social systems; to develop the abilities to comprehend readily, to think critically and to communicate effectively.

2. The Development of Respect for All Cultures, Consciousness of the Important Moral Issues and Concern about the Welfare of All Persons
To provide knowledge and experience which give students an understanding and respect for all cultures, an awareness of moral issues and a concern for the welfare of all persons.

3. The Survival of Society through Education for Interdependence as well as Independence
To educate students in a manner which encourages individuality and independence, while at the same time fostering a sense of the individual's social interdependence within the community, state, nation and world.

4. The Creation, Application and Dissemination of Knowledge
To introduce students to the events, people and ideas that have contributed to the human condition, in order that they may acknowledge our common heritage; to strive continually to create new knowledge and to improve the use of existing knowledge, in order that future alternatives and decisions may be arrived at through intelligently applied scholarship.

5. The Preparation of People to Fulfill the Manpower Needs of Society
To provide professional, para-professional and technical workers to meet the manpower needs of Colorado and to provide leadership in determining future manpower needs.

6. The Full Development of Each Individual's Unique Potential
To promote the full development of each individual's unique potential by providing access, resources, educators and an educational environment which recognize that the learning process is a unique, individual experience.

7. The Achievement of Equality of Opportunity for All Persons
To broaden educational opportunity for all persons through the elimination of institutional, geographic and economic barriers which hinder access by various groups, and by the development of recruitment, admission and educational programs which will accommodate students with diverse backgrounds.

OBJECTIVES

To further these goals during the planning period, the Colorado postsecondary education community will endeavor to achieve the following objectives:

1. To Maintain and Enhance Quality Programs and Institutions within Postsecondary Education.

2. To Insure the Diversity of Institutional Roles and Programs within a Comprehensive System of Postsecondary Education.

3. To Achieve Equal Educational Opportunity for All Persons without Regard to Age, Sex, Race, Religion, Economic Status, Handicap or Place of Residence.

4. To Increase Access to Postsecondary Education for Rural Colorado Residents.

5. To Provide an Environment which Insures Increased Student Access to Private and Proprietary Educational Institutions.

6. To Decrease Financial Barriers to Access of Students from Lower and Middle Socio-economic Levels.

7. To Provide Continuing Education for Adults.

8. To Promote Tuition Policies in which the Individual Student and Society Share Equitably the Financial Burden of Education.

9. To Promote Increasingly Effective State-wide Planning and Coordination for Colorado Postsecondary Education.

10. To Promote Increased Institutional Management Flexibility while Providing for Efficiency and Accountability.

11. To Promote Decentralized Decision-making Arrangements by which Students, Faculty, Administrators and Governing Board Members can All be Involved Meaningfully in Appropriate Spheres of Shared Governance.

12. To Promote Procedures for Faculty and Staff Development through which Curricular Changes, Instructional Innovations, and Personal Evaluation of Professional Performance can be Initiated.

13. To Guarantee to the Citizens of Colorado the Accountability of the Total Postsecondary Educational Process.

14. To Attempt to Identify and Respond to Present and Future Manpower Needs.

15. To Promote the Development of Selected Research Capabilities in Response to State and Societal Needs.

16. To Cooperate in Efforts to Provide an Adequate and Balanced Health Care Educational System.

17. To Increase the Joint Planning Capabilities of the Elementary/Secondary and Postsecondary Education Sectors.

18. To Insure that Institutional Growth and Development are Based upon the Identification of Appropriate Institutional Roles and the Successful Implementation of Those Roles and Missions.

19. To Promote a State-wide Coordination and Governance Structure in Colorado Postsecondary Education which is Responsive and Accountable, yet Flexible and Self-disciplined.

20. To Provide Career Education Opportunities for Colorado Residents.

The Colorado Commission on Higher Education commits itself to taking a leadership role in stimulating discussion and debate concerning the goals and objectives, and in pursuing aggressively the attainment of them. Such activity will be carried out in conjunction with the governing boards of the institutions.

SECTION III

COLORADO DURING THE PLANNING PERIOD

This section describes the environment within which postsecondary education will provide services in the near future. To place current trends and activities in their proper perspective, brief historical reviews of the growth and development of Colorado and its postsecondary educational system are included. Projections on population growth, manpower needs and enrollment are discussed. Finally, some future directions and needs within higher education are highlighted.

THE COLORADO ENVIRONMENT

A Historical Perspective[1]

The fabric of the history of Colorado is woven with the contributions of many peoples who were instrumental in Colorado's growth and development. The first recorded civilization in Colorado was by Native Americans, living initially on the plains and later in the Mesa Verde area. Their occupancy was first interrupted in the early 1700s by Spanish explorers. The first significant explorations of Colorado were conducted in 1776 by Escalante. The Spaniards eventually attempted a settlement near present-day Pueblo (1787), but this venture failed within a few years. In the early 1800s Zebulon Pike (1806) and Major Long (1821) conducted further explorations of Colorado. These efforts were followed by the incursions of fur trappers and traders. The first permanent European settlement was established at San Luis (1851).

In 1858 gold dust was discovered in the riverbed at the mouth of Dry Creek near Denver, ushering in the mining era which lasted until 1900. Numerous mining towns developed during this period and the settlements of Auraria and Denver were established as supply centers. By 1870 Colorado had been designated a territory (1861) and had a population of about 50,000 which included cowboys, miners and other settlers representing a variety of ethnic groups including Blacks, Spanish Americans, American Indians, Asian Americans and others. The silver boom had also just begun in Boulder County (1869).

Agriculture became established during this era, primarily after the Civil War. Cattle raising was the dominant activity, although fruit farming and sheep ranching were introduced on the Western Slope. Some attempts at dryland farming were made in the high plains area. The demand on natural stream flow caused by agricultural activities resulted in the creation of water laws quite different from those in the East. Colorado became the first state to provide for the official supervision of water distribution through water divisions and districts with water commissioners.

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[1] Summarized unless otherwise noted, from: Division of Planning, Colorado Department of Local Affairs, "Colorado Prospectus: First Draft", (Denver: Colorado Department of Local Affairs, February 1977), Chapter 1, passim.

Colorado became a state in 1876. Through the efforts of Barney Ford, a black Colorado citizen, suffrage was granted to all people regardless of race or color. It is also interesting to note that Colorado's first constitution was written in three languages: English, German and Spanish. From 1870-1880 the number of residents increased nearly fourfold to 194,000, and by 1890 had more than doubled again to 413,000. By the end of the period, the population numbered 540,000, an additional increase of almost 25%.[2]

During the mining era, agriculture had been primarily directed toward supplying the mining communities. By 1890, however, Colorado farmers began exporting agricultural products to other states. This sector expanded and eventually became dominant until the advent of World War II. Near the end of this period (1900-1940), oil became a major source of income and coal production continued, albeit at lower levels than the peak World War I years. Employment in service industries nearly doubled during the agricultural era, and the tourist industry became a larger and larger part of the economy.

The influence of World War II and the subsequent "Cold War" established the era of defense from 1940-1960 and led to significant increases in the defense-related manufacturing industry. Agricultural incomes remained at a high level during the period, and metal mining (petroleum, molybdenum and uranium-vanadium) prospered. The government, trades and construction sectors also contributed heavily to the economy.

During the mining, agricultural and defense eras, Colorado's economy was primarily resource-oriented. Since 1960, manufacturing has become more diversified and agriculture has remained strong, although this sector has recently encountered some difficulty. Construction has experienced rapid growth in recent years because of the requirements of a growing population and economy. Mining has also continued to make significant economic contributions and represents a sector which may greatly affect the State in the near future due to national energy requirements. Finally, recreation/tourism remains a growing and vital industry, now ranking as the State's fifth largest economic sector.

Colorado's population has grown steadily over the years and is increasing more rapidly than in most other states. From 1950 to 1960, population grew by 32%, by 25.8% from 1960-1970, and by 16.9% between 1970 and 1976 (compared to an overall 5.6% for the entire U.S.[3]) The July 1, 1976 provisional estimate of State population was 2,583,000.[4] The density per square mile remains relatively low at 21.3, although Colorado is now the most densely populated of the "Four Corners States." Growth has been related to increasing urbanization; the urban population has increased from 74% of the total population in 1960 to about 80%

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2. Michael McGiffert, The Higher Learning in Colorado, An Historical Study, 1860-1940 (Denver: Sage books, 1964), p.3.

3. In "Colorado Prospectus," the Division of Planning adds that the rate of growth experienced in the 1970s would double the State's population in less than 27 years.

4. U.S. Department of Commerce, Bureau of the Census, Federal-State Cooperative Program for Population Estimates, Current Population Reports, Series P-26, No. 76-6 (Washington, D.C.: Government Printing Office, July 1977), p.3.

in 1973. This growth in urbanization has been coupled with a dramatic increase in the percentage of minorities living in urban centers. As reported in Table 1, on a state-wide basis the total minority population of the State of Colorado is approximately 503,500 and includes 95,000 blacks, 363,000 Spanish surnamed, 28,500 Asian Americans ans 17,000 American Indians.

The Planning Period

This section attempts to forecast the future Colorado environment by identifying demographic and economic forces which may be present and their effects. The data cited represent the best currently available and, where appropriate, the assumptions underlying the data are presented. For discussion purposes, the State is divided into four "settlement regions,"[5] described in Figure 1 and Table 1.

Growth and Human Settlement[6] -- The Colorado Division of Planning has identified a variety of factors, termed "trend growth factors," which could be responsible for generating new growth in Colorado. The Division then applied the factors to Colorado to generate a preliminary picture of what is likely to occur in the foreseeable future, given continuity of past trends. In so doing, the following assumptions were made:

1. That there will be no new major actions on the part of government to influence or manage future development and land consumption

2. That existing growth management trends (i.e., controlled growth) will continue in a few locations

3. That observation of past trends can give reliable indicators of future development

4. That Colorado will continue to attract new residents, that Colorado recreational resources will continue to attract increasing numbers of visitors, and that coal resources will continue to be developed with major oil shale development considered a possibility dependent on external factors

5. That Colorado's major industrial sectors will continue to follow current trends

6. That in general there will be no major departures from the current proportions of water consumption

The scenario which emerges using trend growth factors is summarized below by settlement region.

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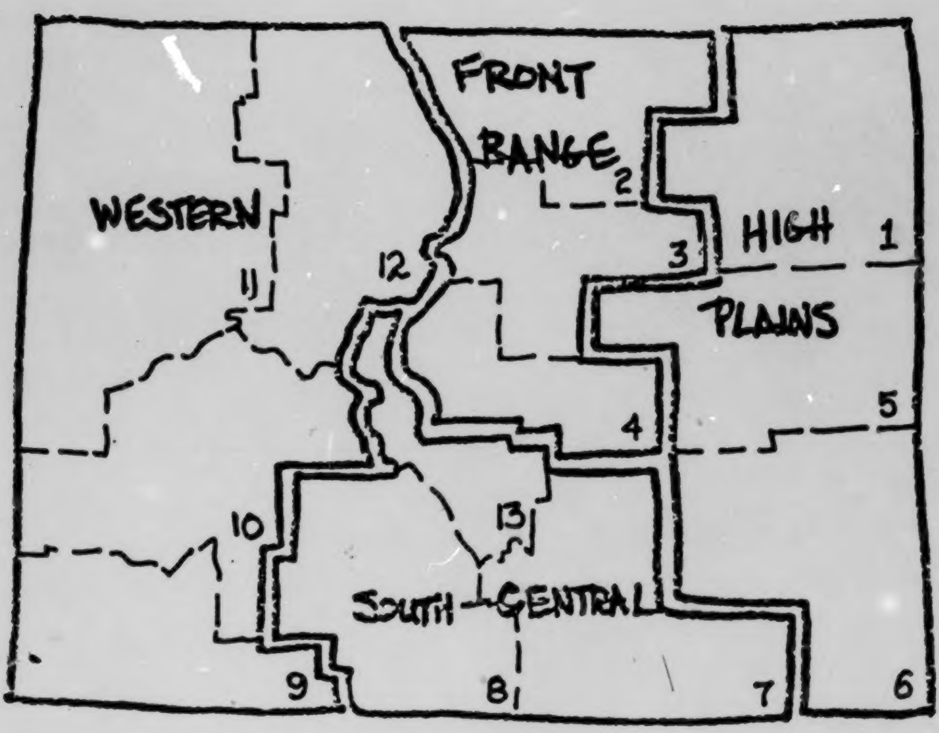
[5] A settlement region is defined as an "identifiable location where people live and work on a permanent or semi-permanent basis" by the Division of Planning in "Growth and Human Settlement in Colorado: Working Draft for Discussion Purposes" (Denver: Colorado Department of Local Affairs, September 1977), p. ii.

[6] Summarized from: Division of Planning, Colorado Department of Local Affairs, "Growth and Human Settlement in Colorado," pp. 4-24, passim.

FIGURE 1

HUMAN SETTLEMENT REGIONS


FRONT
RANGE
WESTERN
HIGH
PLAINS
SOUTH CENTRAL
1
2
3
4
5
6
7
8
9
10
11
12
13

1 -13 --- denotes official Planning and Management Regions

Source: Reprinted from Division of Planning, Colorado Department of Local Affairs," Growth and Human Settlement in Colorado,"p.223.

TABLE I
HUMAN SETTLEMENT REGIONS
DESCRIPTIVE INFORMATION

	HIGH PLAINS	FRONT RANGE	SOUTH CENTRAL	WESTERN
Population[2]				
Total	141,100	1,967,200	234,100	240,500
% of State	5.5%	76.1%	9.1%	9.3%
Density	Lowest	Highest	Moderate	Moderate
Growth Rates	Stable to Declining	High	Moderate to Declining	Moderate to Highest
Land	Farm and range; small population areas serving large areas; 27,155 sq. mi.	Most urbanizing; 16,530 sq. mi.	Mountains and valleys; 20,688 sq. mi.	Topography limits growth areas
Employment[3]				
Manufacturing	7%	14%	12%	5%
Trade/Service	25%	37%	30%	32%
Agriculture	25%	1%	6%	9%
Government	16%	17%	21%	17%
Other	27%	31%	31%	37%
River Basin	Missouri, Arkansas	Missouri	Rio Grande, Arkansas	Colorado
Ethnic[5]:				
Black	348	91,159	2,868	485
Spanish	17,430	246,177	76,313	23,359
Asian	1,041	25,084	1,220	1,134
American Indian	236	12,738	565	3,327
Total	19,055	375,158	80,966	28,305
Educational Attainment[1]	N/A	N/A	N/A	N/A
Median Household Income[4] Levels by Planning Region (no.) and Percent of State Median	(1) $9,880; 79.5% (5) $9,500; 76.4% (6) $8,330; 67.1%	(2) $11,350; 91.4% (3) $13,890; 111.8% (4) $12,030; 96.9%	(7) $10,430; 84.0% (8) $ 7,860; 63.3% (13) $ 9,810; 79.0%	(9) $ 9,810; 79.0% (10) $ 8,610; 69.3% (11) $10,570; 85.1% (12) $12,120; 97.6%
Other	Good rail, highway access; rural character; oil and gas resources	Best access to national markets; best access to goods and services; mixed "urban" economy	Good access; oil, coal and scenic resources	Good access confined major corridors; high freight rates; metals, uranium, coal, gas, oil, oil shale, ski country, scenic amenities

NOTES:

[1] N/A -- Data are currently unavailable.

[2] Population data derived from U.S. Department of Commerce, Bureau of the Census, Federal-State Cooperative Program for Estimates, Current Population Reports, p. 25, No. 76-6, p. 3. Source: Division of Planning, Colorado Department of Local Affairs, "Growth and Human Settlement in Colorado," p. 9.

[3] Employment data are 1974 Division of Employment estimates.

[4] Income data are from the Division of Housing, Colorado Department of Local Affairs.

[5] Source: Colorado Civil Rights Commission and U.S. Bureau of Census, (Note: 1970 Census Data is generally recognized to have produced an undercount of minorities).

High Plains: The area is characterized by general population stability, although growth is predicted for the Fort Morgan/Brush corridor (Pawnee Plant and other factors) and western Elbert County (expansion of Denver metropolitan growth). Some growth potential exists along U.S. 50 in the Arkansas Valley (Lamar, La Junta, Rocky Ford) and around Sterling, with major towns along the I-70 corridor enjoying a slightly favored position in this category. It should be noted that in some cases a county's population may decline even though its major towns may experience increases.

South-Central: Several areas possess good growth potential in this region including Alamosa/Monte Vista, Canon City/Florence, Salida and Pueblo. Trinidad/western Las Animas County (coal) and western Rio Grande County (recreation) also have potential for growth.

Western: Continuing high growth rates are expected from the combination of recreation and energy-related activities. Growth appears certain in Grand Junction (Western Slope center), the North Fork area of Delta County and Craig/Hayden (coal), and several major recreational areas: Summit, Grand and Routt counties, the Eagle I-70 corridor, Aspen/Basalt, Glenwood Springs/Carbondale (with coal also), and Durango (also with New Mexico growth influences). Montrose may also experience some growth due to its size and proximity to many of the above areas.

The list of contingency areas in this region is similarly lengthy and includes the possibility of major oil shale development -- Cortez, western Montrose County, Welden, Meeker, Rangely, and major towns in Garfield County (energy or other minerals); Pagosa Springs, Gunnison/Crested Butte and Telluride (recreation). Further, if the Dominquez Reservoir is constructed, Delta and Grand Junction could expect more growth and, similarly, the Dallas and Dolores reservoirs could stimulate growth around Ridgeway, Ouray, Montrose and Dolores.

Front Range: The most prominent feature in this region would be continuing growth in the Fort Collins, Denver-Boulder, Greeley and Colorado Springs Standard Metropolitan Statistical Areas (SMSA's). Growth "spill-over" would also affect the I-70 corridor and portions of Douglas, Clear Creek, Teller and Park counties. Contingency growth areas include eastern Adams County (energy), Cripple Creek/Victor (recreation and residential potential) and Fairplay/Alma (Summit County ski development and second home development).

The most prominent features of the above scenario from a state-wide perspective include -

1. Large areas of continuing sprawl development
2. Extreme variations of population distribution, growth rate and density
3. Limitation of economic diversity to certain areas, in particular the large metropolitan areas and Grand Junction
4. Energy and recreational industries as the major generators of significant growth in non-metropolitan areas, sometimes possibly associated with boom situations

Based upon this scenario, it appears that population growth in Colorado will continue at rates above those in most states and the nation as a whole. Projections made in the winter of 1976 by the Division of Planning indicate a population range by 1985 of 2,760,222 to 3,056,123 and a range of from 3,078,321 to 4,243,491 by the year 2000, utilizing various assumptions about growth and development. It should be noted that the projections did not assume major growth caused by oil shale development due to the uncertainties involved. Moreover, based on previous experience, the actual population will probably fall somewhere within the projected range for the State as a whole, with the estimates per county somewhat less precise.[7]

The Colorado Economy[8] -- The growth and human settlement scenario developed by the Division of Planning was based upon the application of trend growth factors and certain assumptions. To place the scenario in proper perspective, the potential range of future economic development must be examined, specifically the sectors of agriculture, energy development, recreation and manufacturing. Another economic sector, government, will not be addressed since it is not projected as a major force influencing population growth.

Each of the four sectors will be considered in terms of its location, labor and resource requirements, and other attendant factors. Possible levels of development will be noted to illustrate alternative "Colorado futures." Introductory comments regarding each of these activities follow.

Agriculture: This sector is the most "stable" of the four and its long-term relative stability represents the most apparent influence on human settlement. Agriculture is generally spread across huge geographic areas with widely dispersed communities. However, the agricultural sector has displayed a steadily decreasing need for support settlements, with gradual employment declines resulting from larger operations and increased mechanization. Improvements in transportation have also made it possible for one town to take the place of many, although such shifts occur rather slowly.

Manufacturing: The manufacturing sector experiences larger and more erratic variations than agriculture. Its influence on human settlement is also more difficult to describe, since in Colorado manufacturing operations have to locate in economically diverse areas where a mixture of influences occurs.

Energy Development: The influence of this activity on Colorado settlements is more dynamic because of the numbers and types of people it brings and the methods of operation necessary to the activity. Characteristic employment patterns are of two types: (1) build-up to a peak construction force followed by a rapid and large drop in employment levels to the operating level; or (2) build-up to construction peak followed by operational employment maintained at a similar level. In-migration varies depending upon manpower demand and supply, with the construction force comprised primarily of in- migrants.

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[7] Division of Planning, Colorado Department of Local Affairs, "Colorado Population Trends," Vol. 5, No. 1 (Denver: Colorado Department of Local Affairs, Winter 1976), p.1.

[8] Summarized from the Division of Planning's "Growth and Human Settlement in Colorado," chapters 2-5, passim.

Recreation Development: Large-scale recreation development creates major population changes at least twice every year and more often if the area is dual-season. The activity cycles represent changes in visitor population, as well as corresponding changes in worker population, the latter of whom are generally transient. Data compiled by the Summit County Planning Office reveal that the peak total population for Summit County (including overnight population), as well as for most surrounding areas, is more than double the annual average population. Moreover, when the number of day visitors using the services and facilities is coupled with the overnight figure, a peak population results that is more than three times as large as the average annual population and nearly eight times as large as the average permanent population.

Before proceeding to a description of alternative Colorado futures, one factor which may constrain economic development merits attention. This factor is water. Each of the four economic sectors draws upon the available water supply, with manufacturing generally having the least impact. When these activities occur in a given region, decisions must be made on water allocation. The decisions affecting water allocation will have much to do with the shape of the Colorado environment in the years to come.

The Division of Planning has identified three possible levels of development for each of the above economic activities. Twelve possible combinations emerged from this study, four of which are discussed in some detail in the Division's document "Growth and Human Settlement in Colorado". These combinations were selected because they represent the range from the slowest to the fastest possible rates of development, and because they raise some important contrasts and varied issues. A brief synopsis of the four Colorado futures follows.

Alternative 1: Slow Future

This alternative assumes periods of relative national economic stagnation, including fuel shortages and lower disposable income.

Agriculture - stable production levels

Energy - moderate development

Manufacturing/Headquarters Relocation - moderately active

Recreation - some difficulties present

Alternative 2: Trend Future

A more optimistic future in terms of the national economy is assumed here. Additional growth, in comparison to that projected in Alternative 1, would be experienced.

Agriculture - stable to slight increases in production

Energy - moderate development

Manufacturing/Headquarters Relocation - moderately active

Recreation - moderate increases in tourist activity

Alternative 3: Energy Boom Future

This alternative assumes the development of all likely energy projects, together with the continued operation or expansion of existing ones.

Agriculture - stable to slight increases in production

Energy - maximum development

Manufacturing/Headquarters Relocation - moderately active

Recreation - moderate increases in tourist activity

Alternative 4: Triple Boom Future

This alternative assumes maximum development in all sectors which could conceivably experience such growth.

Agriculture - stable to slight increases in production

Energy - maximum development

Manufacturing/Headquarters Relocation - sizeable expansion

Recreation - rapid increases in tourist activity

A summary of the effects of these alternatives on the four settlement regions is presented below.

High Plains:

Alternative 1 - Growth in Brush/Fort Morgan and west Elbert County

Alternative 2 - Same

Alternative 3 - Further growth in above areas

Alternative 4 - Additional growth in Brush/Fort Morgan and population increases in Sterling, La Junta/Rocky Ford and Lamar.

Front Range:

Alternative 1 - Continued growth

Alternative 2 - Support sectors will cause further growth; population increases in mountain towns

Alternative 3 - Additional growth due to energy factors

Alternative 4 - Similar to Alternative 3

South Central:

Alternative 1 - Some growth in Pueblo, Trinidad and Canon City with potential long-term decline in Alamosa, Salida, Buena Vista and other more distant recreation-oriented communities

Alternative 2 - Some growth in Salida and Alamosa in addition to growth areas noted in Alternative 1

Alternative 3 - Similar to Alternative 2 with additional growth in Walsenburg

Alternative 4 - Additional growth in above communities and population increases in towns along major highways and near special recreation sites

West:

Alternative 1 - Significant growth in the following areas: Durango/Cortez, Paonia/Hotchkiss/Delta, Nucla/Naturita, Rangely, Meeker, Craig/Hayden/Steamboat Springs/Oak Creek and Grand Junction; stable or slightly increasing population in winter resorts

Alternative 2 - Further increases in the growth areas noted in Alternative 1; population increases in Gunnison/Crested Butte, Telluride, Montrose, Ridgeway, Ouray and Rifle; heavy recreational impact in Eagle, Pitkin, Grand and Summit counties

Alternative 3 - Population increases may reach "boom" proportions in those areas where multiple energy resource development occurs, or where energy and recreational activities interact

Alternative 4 - Continuation of the effects noted for Alternative 3 with additional growth in recreation areas

Implications for the Planning Period

The implications of the preceding alternative Colorado futures for postsecondary education are many and varied. To address this issue properly, and to determine the appropriate role for Colorado's postsecondary educational system, it is necessary to make some assumptions about the Colorado environment during the planning period. For this purpose, the third alternative Colorado future described earlier in this section was selected. This alternative was chosen for the following reasons:

1. It basically represents a continuation of present trends with the exception of increased energy development.

2. It assumes stable to slightly increasing agricultural activity, reflecting the constraints of climatic conditions and the effects of population growth and energy development on prime agricultural land and water resources.

3. It assumes moderate development for manufacturing and headquarters relocation, reflecting some increases over present activity. It is recognized, however, that additional development could occur in this sector during the mid-to-late 1980s depending upon national economic conditions.

4. It assumes moderate growth for the recreational sector. The underlying assumptions here include an increase in the recreational needs of a growing resident population, moderate increases in the number of tourists, and no fuel shortages nor major gas price increases.

5. It assumes significant growth in the energy sector. The bases for this assumption include expectations that imported oil prices and national demand will continue to increase, national energy policies will focus on coal and oil shale resources, continual depletion of natural gas resources will occur, and electric power demand will increase because of continued in-migration.

Tables 2 through 5 provide general economic, population and manpower impacts by settlement region, based on Alternative 3.

TABLE 2

HIGH PLAINS

Economic, Population and Manpower Impacts:

1. The basic economy will be agriculture.
2. Larger support communities will remain stable with some population declines in smaller towns due to decreasing farm-related labor needs.
3. Energy development will be responsible for much of the new growth with power plants in Brush/Fort Morgan and perhaps in the lower Arkansas River Valley having the major impact. Significant population peaks may occur during construction phases, possibly resulting in fiscal and socio-economic impacts and energy-agricultural conflicts.
4. Western Elbert County will obtain residential growth from the Denver SMSA with potential negative fiscal and socio-economic impacts (i.e., lack of necessary services, deterioration of air quality, etc.)

Projected Population 165,321; an increase of 22,089 or 15.4%; currently 5.5% of the State's population, with 5.4% projected.

Elementary/Secondary (K-12) Projection:

Data not currently available.

Colleges, Universities and Postsecondary Area Vocational Schools:

Lamar Community College
Morgan Community College
Northeastern Junior College
Otero Junior College

TABLE 3

FRONT RANGE

Economic, Population and Manpower Impacts:

1. Continued growth is expected as a result of energy, manufacturing and headquarters relocation (especially energy-related).
2. Tourism will result in some new growth in mountain communities.
3. Power plant construction (coal gasification) may occur near Watkins in Adams County; the associated labor force would primarily commute from the Denver Metropolitan area.
4. Air and water pollution problems could arise. However, fiscal and socioeconomic factors should be relatively positive.

Projected Population: 2,348,718; an increase of 377,535 or 19.2%; currently 76.1% of the State's population, with 76.9% projected.

Elementary/Secondary (K-12) Projection:

Data not currently available.

Colleges, Universities and Postsecondary Area Vocational Schools:

Aims Community College
Arapahoe Community College
Arapahoe County Area Vocational School
Aurora Vo-Tech Center
Boulder Valley Area Vo-Tech Center
Conservative Baptist Theological Seminary
Colorado College
Colorado School of Mines
Colorado State University
Colorado Technical College
Colorado Women's College
Community College of Denver - Auraria, North, Red Rocks
El Paso Community College
Emily Griffith Opportunity School
Iliff School of Theology
Larimer County Vo-Tech Center
Loretto Heights College
Metropolitan State College
Regis College
Rockmont College
Saint Thomas Seminary
University of Colorado at Boulder
University of Colorado at Colorado Springs
University of Colorado at Denver
University of Colorado Medical Center
University of Denver
University of Northern Colorado
U.S. Air Force Academy
Warren Occupational Tech Center
Western Bible College
Yeshiva Toras Chaim Talmudical Seminary

TABLE 4

SOUTH CENTRAL

Economic, Population and Manpower Impacts:

1. Population will remain fairly stable with some growth in Pueblo (manufacturing, recreation and perhaps energy).
2. Growth is also projected in Canon City, Salida and Alamosa (recreation) and possibly in Walsenburg (coal slurry pipeline).
3. Trinidad may receive economic benefits but will have some fiscal and social costs associated with the accommodation of new residents (coal). Pueblo should become more economically diversified, a circumstance which should provide benefits, primarily labor stability, to the area.

Projected Population: 272,592; an increase of 36,404 or 15.4%; currently 9.1% of the State's population, with 8.9% projected.

Elementary/Secondary (K-12) Projection:

Data not currently available.

Colleges, Universities and Postsecondary Area Vocational Schools:

Adams State College
Colorado Mountain College - East
San Luis Valley Area Vocational school
Trinidad State Junior College
University of Southern Colorado

TABLE 5

WEST

Economic, Population and Manpower Impacts:

1. Significant population increases are expected in many areas as a result of energy development, recreation and some manufacturing. Where multiple energy development occurs or where major energy activity is combined with recreation development, increases could reach "boom" proportions.

2. Major recreation-related problems in Eagle, Pitkin, Summit and Grand counties (e.g., high costs, air pollution etc.).

3. Significant problems could occur in some energy areas, especially Paonia/Hotchkiss (projected fourfold population increases) and Rangely (as high as twelve times the current population).

4. Areas affected by energy and recreation will witness two different population types (miners and visitors) moving to communities already accommodating yet a different group (ranchers). Some problems may result.

5. Grand Junction will begin the transition from a major rural center to a metropolitan area. Growth will occur from manufacturing, recreation, energy and the drawing power associated with larger urban cities. Because this transition could occur rapidly, many problems (e.g., pollution, decline in quality of life, loss of prime agricultural land, etc.) might arise.

Projected Population: 269,492; an increase of 37,096 or 16.0%; currently 9.3% of the State's population, with 8.8% projected.

Elementary/Secondary (K-12) Projections:

Data not currently available.

Colleges, Universities and Postsecondary Area Vocational Schools:

Colorado Mountain College - West
Colorado Northwestern Community College
Delta-Montrose Area Vo-Tech School
Fort Lewis College
Mesa College
San Juan Basin Area Vocational School
Western State College

Population Projections -- As noted earlier, the projected population range for 1985 is from 2,760,222 to 3,056,123, compared to a provisional estimate of 2,583,000 in 1976. It is assumed that the population in 1985 will approximate the higher figure, resulting in an increase of nearly 473,000 or 18.3% over that in 1976. This assumption is based on projections which did not take into account the impact of oil shale development, whereas some development of this resource is expected.

Tables 6,7 and 8 present a description of projected population growth in terms of age and sex. While these data are not currently available by settlement region, one might infer that this age/sex profile generally reflects the composition of each region because of the broad geographical areas involved.

The data project an increase in the traditional 18-21 college-age group during the planning period. A slight decline in this group is projected for the late 1980s, although the effect on enrollment figures in postsecondary education could be mitigated by the following factors:

1. A net increase is projected for the broader 15-29 year-old age group (See Table 8), with the 23-29 year-old group comprising most of the nontraditional students.
2. Manpower-oriented education (i.e., training, retraining and upgrading) will be required to respond to changing manpower needs.
3. Postsecondary education is being sought by a broader spectrum of the population than ever before.
4. In-migration, both by students and the general population, will continue to increase, resulting in a larger potential demand for educational services.

TABLE 6

Colorado Population by Age and Sex

	1976 Estimated*			1985 Projected			Increases(Decreases)					
							Male		Female		Total	
	Male	Female	Total	Male	Female	Total	Number	%	Number	%	Number	%
- 4	98,870	94,645	193,515	120,073	115,422	235,495	21,203	21.4	20,777	22.0	41,980	21.7
- 9	103,447	98,796	202,243	112,359	107,992	220,351	8,912	8.6	9,196	9.3	18,108	9.0
- 14	111,889	107,016	218,905	102,219	97,540	199,759	(9,670)	(8.6)	(9,476)	(8.9)	(19,146)	(8.7)
- 19	134,288	123,978	258,266	134,537	121,427	255,964	249	.2	(2,551)	(2.1)	(2,302)	(.9)
- 24	139,095	124,998	264,093	168,553	145,370	313,923	29,458	21.2	20,372	16.3	49,830	18.9
- 29	102,871	109,103	211,974	130,492	129,995	260,487	27,621	26.9	20,892	19.1	48,513	22.9
- 34	97,021	96,049	193,070	106,477	107,357	213,834	9,456	9.7	11,308	11.8	20,764	10.8
- 39	90,895	81,070	171,965	113,680	109,255	222,935	22,785	25.1	28,185	34.8	50,970	29.6
- 44	83,281	70,623	153,904	106,952	97,899	204,851	23,671	28.4	27,276	38.6	50,947	33.1
- 49	78,349	66,955	145,304	96,502	79,407	175,909	18,153	23.2	12,452	18.6	30,605	21.1
- 54	70,864	64,025	134,889	87,227	70,478	157,705	16.363	23.1	6,453	10.1	22,816	16.9
- 59	59,643	57,102	116,745	78,683	67,516	146,199	19,040	31.9	10,414	18.2	29,454	25.2
- 64	47.967	49,166	97,133	66,547	62,894	129,441	18,580	38.7	13,728	27.9	32,308	33.3
- 69	34,933	39,891	74,824	51,692	54,450	106,142	16,759	48.0	14,559	36.5	31,318	41.9
- 74	24,747	31,647	56,394	38,737	45,564	84,301	13,990	56.5	13,917	44.0	27,907	49.5
- 79	16.938	23,993	40,931	25,339	34,334	59,673	8,401	49.6	10,341	43.1	18,742	45.8
- 84	10,078	15,223	25,301	15,144	23,405	38,549	5,066	50.3	8,182	53.7	13,248	52.4
	9,129	14,415	23,544	11,704	18,899	30,603	2,575	28.2	4,484	31.1	7,059	30.0
Totals	1,314,305	1,268,695	2,583,000	1,566,918	1,489,205	3,056,123	252,612	19.2	220,509	17.4	473,121	18.3

* 1976 data are not available. Therefore, 1976 data are extrapolated based upon the relationship of the 1976 provisionally estimated population to the 1975 estimates.

Source: Data extracted from a report provided by the Division of Planning in the Colorado Department of Local Affairs.

TABLE 7

Population Composition by Age and Sex

	1976 Estimated*			1985 Projected		
	Male	Female	Total	Male	Female	Total
Age Group						
0 - 9	15.4%	15.2%	15.3%	14.8%	15.0%	14.9%
10 - 19	18.7	18.2	18.5	15.1	14.7	14.9
20 - 29	18.4	18.5	18.4	19.1	18.5	18.8
30 - 39	14.3	14.0	14.1	14.1	14.5	14.3
40 - 49	12.3	10.8	11.6	13.0	11.9	12.5
50 - 59	9.9	9.5	9.7	10.6	9.3	9.9
60 - 69	6.3	7.0	6.7	7.5	7.9	7.7
70+	4.7	6.8	5.7	5.8	8.2	7.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*1976 data are not available. Therefore, 1976 data are extrapolated based upon the relationship of the 1976 provisionally estimated population to the 1975 estimates.

TABLE 8

POPULATION INCREASES

SELECTED AGE GROUPS

Age Group	1976 Estimated *	1985 Projected	Increase(Decrease) Amount	%
15 - 19	258,266	255,964	(2,302)	(.9)
20 - 24	264,093	313,923	49,830	18.9
25 - 29	211,974	260,487	48,513	22.9
Totals	734,333	830,374	96,041	13.1

*1976 data are not available. Therefore, 1976 data are extrapolated based upon the relationship of the 1976 provisionally estimated population to the 1975 estimates.

Manpower Projections.[9]-- Although a free society does not countenance programming into specific occupations, when certain manpower shortages occur postsecondary education institutions are obligated to determine what action, if any, they can take to assist in alleviating the problem. To assist postsecondary education in determining its response to the State's manpower needs, projections for 1985 are presented. These forecasts, because of the limitations inherent in any industrial and occupational projections, should be utilized more as indicators of relative magnitude and probable direction than as exact estimates of occupational and industrial demand. The assumptions underlying these projections follow. Additional detail can be found in the Colorado Department of Labor and Employment's Colorado Employment Projections, 1974-85, Occupation and Industry. Other relevant manpower data will be available in the near future upon the completion of the State's Labor Market Information Project.

National Assumptions:

1. The institutional framework of the United States economy will not change radically.
2. Current social, technological and scientific trends will continue, including values placed on work, leisure, education and income.
3. The economy will gradually recover from the high unemployment levels of the mid-1970s as fiscal and monetary policies attempt to achieve lower unemployment and a stable long-term economic growth rate.
4. Long-term economic growth will not be altered by such major events as war, energy shortages, pollution or urban congestion.

Colorado Assumptions:

1. The untapped energy resources of coal and shale oil will be developed with significant effects on the coal mining industry in Colorado.
2. Population growth will be influenced more by in-migration than by fertility rates.
3. The uniqueness of the Colorado environment will draw a labor supply and create a demand for occupations in coal mining, solar energy development and recreational activities, particularly those related to skiing.

The number of people employed in Colorado in 1985 is projected to increase by 340,627, or 32%, to 1,395,090 during the period 1974-1985. U.S. employment is expected to increase somewhat more slowly at a rate of 20%. Increases in the various sectors of the Colorado and U.S. economy are noted in Table 9. Table 10 notes the relative position of each industrial sector within total industry. Table 11 displays the projected growth of the major occupational categories, both in absolute numbers and rank, and percentages and rank.

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[9] Summarized from Division of Employment and Training - Research and Analysis Branch, Colorado Department of Labor and Employment, Colorado Employment Projections, 1974-1985, Occupation and Industry, (Denver: Colorado Department of Labor and Employment, September 1977) passim.

TABLE 9
INDUSTRY PROJECTIONS
COLORADO - UNITED STATES, 1974-1985

	Colorado-Number of Persons Employed			United States-Number of Persons Employed		
	1974	1985	% Change	1974	1985	% Change
Total, All Industries	1054463	1395090	32.3	85935600	103355300	20.3
Agriculture, Forestry, Fishing	50402	48105	4.6	3588400	2422800	32.5
Mining	17644	24532	39.0	693200	790300	14.0
Construction	83240	109605	31.7	5472200	6849800	25.2
Manufacturing	146872	197870	34.7	20107200	21770800	8.3
Durable Goods	87336	123789	41.7	11926300	13197000	10.7
Nondurable Goods	59536	74081	24.4	8180900	8573800	4.8
Transportation, Communication, and Public Utilities	66926	87190	30.3	5354400	6135100	14.6
Trade	258957	365763	41.2	18370400	21396100	16.5
Wholesale	55161	76654	39.0	4358800	4788900	9.9
Retail	203796	289109	41.9	14011700	16607300	18.5
Finance, Insurance, and Real Estate	59851	82264	37.4	4331900	5657600	30.6
Services	308474	396770	28.6	23402600	32162500	37.4
Public Administration	62096	82991	33.6	4615400	6170300	33.7

TABLE 10

INDUSTRY PROPORTION TO TOTAL COLORADO INDUSTRY, 1970, 1974, 1985

Industry	1970	%	1974	%	1985	%
Total, all industries	855,700	100.0	1,054.500	100.0	1,395,100	100.0
Agriculture	57,800	6.8	50,400	4.8	48,100	3.4
Mining	14,500	1.7	17,600	1.7	24,500	1.8
Construction	56,600	6.6	83,200	7.9	109,600	7.9
Manufacturing	119,300	13.9	146,900	13.9	197,900	14.1
Transportation, Communication, Public Utilities	57,000	6.7	66,900	6.3	87,200	6.3
Wholesale and Retail Trade	194,100	22.7	259,000	24.6	365,800	26.2
Finance, Insurance, Real Estate	41,200	4.8	59,900	5.7	82,300	5.9
Services	258,500	30.2	308,500	29.3	396,800	28.4
Government	56,800	6.6	62,100	5.9	83,000	5.9

TABLE 11

PROJECTED GROWTH, MAJOR OCCUPATIONAL CATEGORIES in COLORADO

1974-1985

Major Occupational Groups	Absolute Change Number	Absolute Change Rank	Percentage Change Percent	Percentage Change Rank
Clerical	78,300	1	41.4	1
Professional, Technical, and Kindred	51,195	2	29.7	6
Crafts	50,652	3	36.9	2
Services	50,092	4	34.0	5
Managers	44,316	5	35.3	4
Operatives	33,736	6	28.2	7
Sales	26,725	7	36.3	3
Laborers, except Farm	12,798	8	26.5	8
Farmers, Farm Workers	-7,158	9	-17.1	9

Tables 12 and 13 provide an indication of those manpower needs which must be addressed by postsecondary education. Although such data are not currently available for the various settlement regions, one can project their manpower requirements by jointly considering projected regional economic impacts and state-wide projections concerning the manpower demand in various industries and occupations.

TABLE 12

PROJECTED GROWTH IN OCCUPATIONS REQUIRING A BACCALAUREATE DEGREE OR MORE

Occupation	Employment		Percent Growth	Annual Avg. Openings Due to Growth	Required Education
	1974	1985			
Lawyers	4,856	8,680	78.8	348	J.D.
Bank Financial Managers	6,874	10,054	46.3	289	B.A., Traineeship
Electricians & Apprentices	6,577	9,642	46.6	279	B.S.; H.S. & Apprenticeship
Sales Manager, Retail Trade	5,125	8,075	57.6	268	A.S. or B.S.
Engineers, Electrical	4,288	6,517	52.0	203	B.S.
Computer Programmers	3,004	4,677	55.7	152	A.S. or B.S.
Buyers, Wholesale & Retail	1,871	3,262	74.4	126	B.S.
Purcahsing Agents, Buyers	2,747	4,085	48.7	122	B.S. or B.A.
Vocational Education Counselors	1,908	3,229	69.2	120	B.A., Certification
Geologists	2,615	3,878	48.3	115	B.S. or M.S.
Computer Systems Analyst	1,553	2,705	74.2	105	B.S.
Engineers, Mechanical	2,336	3,443	47.4	101	B.S.
Other Managers/ Administrators	74,247	96,209	29.6	1,997	A.A. or B.A.
Accountants	12,155	14,881	22.4	248	B.S.
Personnel, Labor Relations	4,391	6,023	37.2	148	B.S.
Elementary School Teachers	16,019	17,487	9.2	133	B.A., Certification
Engineer, Civil	3,710	4,865	31.1	105	B.S.
Physicians, M.D.-Osteopaths	3,923	5,044	28.6	102	M.D., Internship

Note: Factors such as labor supply, turnover adn separation are not included.

TABLE 13

WORKER DEMAND AND SUPPLY IN OCCUPATIONS REQUIRING POSTSECONDARY EDUCATION OF TWO YEARS OR LESS

		1977 - 1982	
Occupational Area	Supply	Demand	Need
Agriculture and Natural Resources	6,718	9,894	3,176
Advertising, Photo and Graphic Arts	4,403	5,422	1,019
Sales	31,464	41,701	10,237
Food Services	6,764	24,124	17,360
Institution and Home Management	887	12,291	11,404
Transportation	1,593	8,682	7,089
Dental	739	1,101	362
Medical	11,247	15,564	4,317
Clothing Management, Production and Services	929	6,016	5,087
Data Processing, Finance and Credit	13,346	23,824	7,828
Secretary, Steno and Clerical	33,242	49,205	15,963
Management	27,579	41,084	13,505
Electrical and Electronics	5,791	6,689	898
Commercial Pilots	435	242	(193)
Protection and Services	2,425	1,567	(858)
Mechanics	13,519	6,845	(6,674)
Surveying, Mapping and Drafting	2,645	3,053	408
Appliances, Business Machines and Watch Repair	2,444	1,731	(713)
Carpentry and Related	6,662	13,712	7,050
Machine Tools, Machine Trades and Welding	5,021	6,106	1,085
Cosmetology and Barbering	2,506	3,675	1,169
Child Care	1,252	5,448	4,196

Note: These data utilize manpower projections from the Department of Labor and Employment.

COLORADO POSTSECONDARY EDUCATION

Overview[10]

Colorado is a state whose citizens value postsecondary education and which has invested a great deal of its public resources in the schooling of its citizens. It has the largest percentage of adults with four years or more of college among the fifty states and ranks second in the median years of schooling, with the average citizen having completed 12.4 years. Colorado also is in the top ten percent of states in the number of physicians, dentists and lawyers per capita. There are many more students per capita than in most states, and more bachelor's, master's and doctor's degrees are produced than Colorado's proportional state share based on population.

Thus, there is a large pool of highly qualified personnel in Colorado to fill the jobs in education, health, government, services, business and industry. The educational level of the citizenry also makes the State an attractive location for high technology industry. Further, approximately five percent of the State's citizens avail themselves of their postsecondary educational institutions each year. To meet the educational needs of the citizens over the years, a well-developed system of postsecondary education has evolved. Before considering the future direction of this system, a brief review of its origins is presented. Tables 14 and 15 present a chronological summary of institutional development.

[10] Summarized from The Colorado Commission on Higher Education, "Planning for the 80's: A Staff Paper" (Denver: Colorado Commission on Higher Education, September 1, 1977), p.2.1.

TABLE 14

THE PUBLIC INSTITUTIONS OF POSTSECONDARY EDUCATION IN COLORADO, 1861-1977

Institution	Location	Date of Establishment	Date of Opening
UNIVERSITY OF COLORADO	Boulder	1861	1877
University of Colorado	Denver[1]		
University of Colorado	Colorado Springs[2]		
COLORADO STATE UNIVERSITY[3] (1957 To Present)	Ft. Collins	1870	1879
Agricultural College of Colorado (1870-79)			
State Agricultural College of Colorado (1879-1935) or Colorado Agricultural College (1901-26)			
Colorado State College of Agriculture and Mechanic Arts (1935-44)			
Colorado Agricultural and Mechanical College (1944-57)			
COLORADO SCHOOL OF MINES (1937 To Present)	Golden	1874	1874
School of Mines at Golden (1874-1937)			
UNIVERSITY OF NORTHERN COLORADO (1970 To Present)	Greeley	1889	1890
State Normal School (1889-1911)			
State Teachers College of Colorado (1911-35)			
Colorado State College of Education at Greeley (1935-56)			
Colorado State College (1956-70)			
WESTERN STATE COLLEGE OF COLORADO (1923 To Present)	Gunnison	1901	1911
State Normal School at Gunnison (1901-14)			
Colorado State Normal School (1914-23)			
FORT LEWIS COLLEGE (1964 To Present)	Durango[4]	1911	1911
Fort Lewis School of Agriculture & Mechanical Arts[5] (1911-1927)			
Fort Lewis School of the Colorado Agricultural College[6] (1927-1948)			
Fort Lewis Agriculture & Mechanical College[7] (1948-1964)			

TABLE 14 (cont.)

Institution	Location	Date of Establishment	Date of Opening
ADAMS STATE COLLEGE OF COLORADO(1945 To Present) State Normal School at Alamosa (1921-23) Adams State Normal School (1923-29) Adams State Teachers College of Southern Colorado (1929-45)	Alamosa	1921	1925
MESA COLLEGE[8](1937 To Present) Grand Junction Junior College (1925-37)	Grand Junction	1925	1925
TRINIDAD STATE JUNIOR COLLEGE	Trinidad	1925	1925
UNIVERSITY OF SOUTHERN COLORADO(1975 To Present) San Isabel Junior College (private) (1933-34) Southern Colorado Junior College (1934-37) Pueblo County Junior College (1937-63) Southern Colorado State College (1963-75)	Pueblo	1933	1933
LAMAR COMMUNITY COLLEGE Lamar Junior College (private) (1937-1947) Lamar Junior College (district) (1947-1968)	Lamar	1937	1937
NORTHEASTERN JUNIOR COLLEGE	Sterling	1941	1941
OTERO JUNIOR COLLEGE (1956 To Present) LaJunta Junior College (1941-1956)	La Junta	1941	1941
COLORADO NORTHWESTERN COMMUNITY COLLEGE(1974 To Present) Rangely College[9] (1962-1974)	Rangely	1959	1962
METROPOLITAN STATE COLLEGE[10]	Denver	1963	1965
ARAPAHOE COMMUNITY COLLEGE (1970 To Present) Arapahoe Junior College (1965-1970)	Littleton	1965	1966
COLORADO MOUNTAIN COLLEGE	Glenwood Springs; Leadville	1965	1967
AIMS COMMUNITY COLLEGE	Greeley	1967	1967

TABLE 14-(Cont.)

Institution	Location	Date of Establishment	Date of Opening
COMMUNITY COLLEGE OF DENVER		1967	1967
Auraria	Denver		
North	Westminster		
Red Rocks	Golden		
EL PASO COMMUNITY COLLEGE	Colorado Springs	1967	1967
MORGAN COMMUNITY COLLEGE (1973 to Present) Morgan County Community College (1970-1973)	Ft. Morgan	1967	1970
Area Vocational Schools			
AURORA VOCATIONAL TECHNICAL CENTER[11]	Aurora	1972	1972
BOULDER VALLEY AREA VOCATIONAL TECHNICAL CENTER[12]	Boulder	1964	1964
DELTA-MONTROSE AREA VOCATIONAL TECHNICAL SCHOOL[13]	Delta	1976	1976
SAN JUAN BASIN AREA VOCATIONAL TECHNICAL SCHOOL	Cortez	1970	1971
SAN LUIS VALLEY AREA VOCATIONAL SCHOOL	Monte Vista	1969	1969
EMILY GRIFFITH OPPORTUNITY SCHOOL (Opportunity School, 1961-50) (1950 to Present)	Denver	1916	1916
LARIMER COUNTY VOCATIONAL TECHNICAL CENTER	Ft. Collins	1972	1972
Federal Specialized Institutions			
UNITED STATES AIR FORCE ACADEMY	Colorado Springs	1954	1955

1. Extension courses first offered in 1912. Denver Extension Center established in 1939; in 1964 became known as University of Colorado-Denver Center. In 1972 the Constitution declared it to be an institution of higher education, and in 1973 the Board of Regents adopted the name University of Colorado at Denver.

2 Opened for classes in 1965 as University of Colorado-Cragmor Extension. In 1972 a consitutional amendment declared it to be an institution of higher education, and in 1973 the Board of Regents adopted the name University of Colorado at Colorado Springs.

3. The earlier nomenclature of the institution is inconsistent both in law and in custom.

4. Originally located at Hesperus.

5. High school only until 1927, high school classes phased out in 1933.

6. Junior College.

7. Authorized by legislation to be a liberal arts college in 1962.

8. Became a four-year state college in 1974.

9. Operated as a branch of Mesa College 1962-64. Became a district junior college in 1964.

10. Became a four-year institution in 1967.

11. Secondary only 1972-74.

12. Secondary only 1964-1973.

13. Secondary only 1971-1972.

TABLE 15

THE PRIVATE INSTITUTIONS OF POSTSECONDARY EDUCATION IN COLORADO, 1864-1977

Institution	Location	Affiliation	Date of Incorporation	Date of Opening	Date of Closing (if defunct)
UNIVERSITY OF DENVER (Colorado Seminary)[1]	Denver	Methodist	1864	1864	
COLORADO MINING COLLEGE			1867		
COLLEGE OF ST. JOHN THE EVANGELIST ("University Schools")	Golden	Episcopal	1868	1868	1874
ROCKY MOUNTAIN INSTITUTE	Greenwood	Congregational	1868		
FOUNTAIN COLLEGE	Colorado City		1868	1868	1869?
COLORADO COLLEGE	Colorado Springs	Originally Congregational	1874	1874	
EVANS UNIVERSITY	Evans	Presbyterian	1874		
PRESBYTERIAN COLLEGE OF THE SOUTHWEST	Del Norte	Presbyterian	1883	1884	1901
LONGMONT COLLEGE	Longmont	Presbyterian	1884	1885	1889
REGIS COLLEGE (1921 To Present) (College of the Sacred Heart, 1884-1921)	Morrison (1884-88) Denver (1888-present)	Roman Catholic	1887	1884	
ROCKY MOUNTAIN UNIVERSITY	Denver		1887	1887	1902[2]
COLORADO WOMEN'S COLLEGE[3]	Denver	Baptist	1888	1909	

TABLE 15 (cont.)

Institution	Location	Affiliation	Date of Incorporation	Date of Opening	Date of Closing (if defunct)
ILIFF SCHOOL OF THEOLOGY[4]	Denver	Methodist	1903	1892	
WESTMINSTER UNIVERSITY OF COLORADO	Westminster	Presbyterian	(1907)[5]	1907	1917[6]
WESTERN UNIVERSITY OF INDUSTRIES, SCIENCE AND ARTS	Grand Junction		1907		
ST. THOMAS SEMINARY	Denver	Roman Catholic (Vincentian)	1907	1908	
ROCKMONT COLLEGE (1947 To Present) Denver Bible Institute (1914-1945) Denver Bible College (1945-1947)	Denver		1914	1914	
LORETTO HEIGHTS COLLEGE[7]	Denver	Roman Catholic	1918	1918	
ROCKY MOUNTAIN BIOLOGICAL LABORATORY	Gothic		1928	1928	
WESTERN BIBLE COLLEGE (1975 To Present) Western Bible Institute (1949-1975)	Morrison	Interdenominational	1949	1949	
CONSERVATIVE BAPTIST THEOLOGICAL SEMINARY	Denver	Baptist	1950	1950	

TABLE 15 (Cont.)

Institution	Location	Affiliation	Date of Incorporation	Date of Opening	Date of Closing (if defunct)
COLORADO TECHNICAL COLLEGE (1975 To Present) Colorado Electronic Training Center (1965-1970) Colorado Electronics Technical College (1970-1975)	Colorado Springs		1965	1965	
YESHIVA TORAS CHAIM TALMUDICAL SEMINARY	Denver	Jewish	1966	1967	

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1. The dates refer to the organization of the Colorado Seminary, the property-holding corporation to which the University of Denver, the degree-granting corporation, was attached in 1880.

2. Merged with the medical department of the University of Denver as an affiliated college of the University.

3. A junior college from 1920 to 1960.

4. Part of the University of Denver until 1903, closed 1900-10.

5. Acquired corporate status by affiliation with the Denver Homeopathic Medical College, an incorporated institution.

6. Survived by its law school until merger with the University of Denver Law School in 1957.

7. Incorporated as Loretto Literary and Benevolent Institution of Colorado.

A Historical Review[11]

The first postsecondary educational institutions to open in Colorado were two private institutions - the University of Denver (1864) and The Colorado College (1874). The foundation of Colorado's system of public postsecondary education was established with the creation of four institutions. The University of Colorado, the first institution of postsecondary education created in Colorado (1861), opened at Boulder in 1877. Colorado State University was established as the land-grant agricultural college in 1870 and began classes in 1879. The Colorado School of Mines was established and opened in 1874. The State's normal school, now the University of Northern Colorado, opened in 1890, one year after its founding.

During the early period, no grand design existed for the creation of institutions. Yet, despite the diversity of purposes which gave them birth, the institutions had a common western bent. They were devoted to the needs and concerns of their communities and the State. Specifically, their avowed goals were equal educational opportunity, practicality in the curriculum and service to the State.

Both public and private institutions expressed their sincerity as agencies of social opportunity by valiant efforts to hold down tuition charges, to provide work opportunities for needy students, and to offer such scholarships as their cramped budgets would allow. With regard to the curriculum, the colleges and universities departed from the classical mode as rapidly as possible, primarily through the use of the elective system. As a result, course offerings were plainly marked with the concept of utility. Services were provided to the State through extension activities, the development of necessary professional education, and a variety of other scientific and social efforts.

By 1900 enrollments had increased from 70 in 1880 and 760 in 1892-1893 to nearly 1,400. These increases reflected the growing popularity of postsecondary education. Despite these increases, however, institutional fortunes ebbed and flowed with the changes of a rather unstable Colorado economy. Some private institutions did not survive the period, while others incurred substantial debts. The public colleges and universities relied upon the State's property tax, a feature which insured survival but did not allow for rapid growth.

By 1900 postsecondary educational institutions had become increasingly visible in the life of the State. They had made major contributions in advancing the use of Colorado's natural resources (Colorado State University and the Colorado School of Mines), strengthening the secondary schools (University of Colorado), extending educational opportunity through extension activities (the public institutions, Colorado College and the University of Denver), and developing professional education in response to special needs of the State (University of Colorado and University of Denver).

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11. The period 1860-1940 is summarized from Michael McGiffert's The Higher Learning in Colorado, An Historical Study, 1860-1940 (Denver: Sage Books, 1964), passim. Sources for the period 1940-1977 will be noted where appropriate.

Between 1900 and the advent of World War I, the development of postsecondary education continued in much the same pattern. Colorado Women's College, which had been incorporated in 1888, opened its doors in 1909. In 1911 a branch normal school was opened at Gunnison (Western State College) to serve the western part of the State. Fort Lewis Agricultural and Mechanical College also began offering classes in that year at the secondary level. Two more private institutions were established and two others were incorporated.

The major features of this period included the development of teacher preparation programs at the University of Northern Colorado, the initiation of new programs at the Colorado School of Mines related to the needs of a growing mining industry, the improvement of rural primary and secondary education through the efforts of Colorado State University, the expansion of extension and summer school offerings, the emergence of Colorado College as an institution with considerable academic prestige, and the continued development of the University of Colorado as the State's foremost university.

World War I projected the colleges and universities into a new and sudden prominence. Although the structure and programs of postsecondary education were not greatly affected, the war experience reaffirmed the self-definition of the institutions as agencies of democratic service. They had met a critical test by merging academic ideals with social needs and expectations.

By 1920, undergraduate and professional enrollment had increased to approximately 7,000, nearly five times larger than in 1900. The Colorado School of Mines had become the largest school of mineral engineering in the world, the University of Colorado was considered one of the top five state universities in the nation, and the University of Northern Colorado became recognized as one of the country's foremost teacher-training institutions. Per capita support of public postsecondary education ranked fifteenth in the nation, with in excess of 25% of the state budget going to the institutions. The major private institutions had also achieved financial stability. Colorado ranked fourth among the states in the percentage of high school graduates going on to college.

In 1918 Loretto Heights College, a private institution, opened its doors. Another branch normal school, Adams State College in Alamosa, was established in 1925. The junior college movement also began in 1925 with the opening of colleges in Trinidad (Trinidad State Junior College) and Grand Junction (Mesa College). Fort Lewis School of Agriculture achieved junior college status in 1927.

The decade of the 1920s witnessed the beginning of a new generation of institutional leadership. The former era of presidential entrepreneurs had ended. Postsecondary education had now become established on solid foundations, and it became time to consolidate gains. High on the agenda during the decade were extension and public service. Enrollments in extension and correspondence courses tripled, and summer sessions became firmly established. However, although the institutions shared a commitment to extramural activities, their educational programs became more diverse, indicating that they had matured.

Enrollments continued to rise until 1932 when they reached 12,964 students. The impact of the Great Depression soon followed, however, and by 1933-34 the number of students had declined to 11,633. Staff layoffs and salary reductions were effected, and economic retrenchment continued until the late 1930s when the economy started to recover. By 1938-39 enrollments had risen to 15,344 and student in-migration had resumed.

During the 1930s the institutions did all that they could to keep the cost of education low and to provide work opportunities for students. They also assisted the State in a variety of ways. Colorado State University helped save the 1934 peach crop through a special research study and provided needed assistance to dryland farmers. Programs keyed to the New Deal were also established at several institutions, and a renewed interest in the application of social sciences to economic and social conditions became evident.

As had earlier periods of economic slump, the Depression brought the program and structure of postsecondary education under increased scrutiny. The issues of unnecessary course and program duplication, student recruitment and coordination/governance were again discussed.

With the advent of the 1940s, the institutions turned their attention to the needs of a nation at war. This period witnessed the rise of major research activity at the State's universities. The post-World War II period brought unprecedented numbers of returning veterans who, under the auspices of the G.I. Bill, availed themselves of postsecondary educational services. Moreover, through instruction, research and public service, the institutions sought to provide those services required by an expanding and increasingly technological economy. Accordingly, a broadening of the role and scope of the more limited purpose institutions, such as the normal schools, began.

The decade of the 1960s brought with it dramatic enrollment increases in postsecondary educational enrollments as the State and the nation attempted to extend educational opportunity through a variety of student financial aid programs. These efforts, coupled with further technological gains and the need for technical skills training, retraining and upgrading, gave impetus to the creation of Metropolitan State College (1963) and several community colleges. The state postsecondary education planning and coordinating agency, the Colorado Commission on Higher Education, was created in 1965. The Colorado State Board for Community Colleges and Occupational Education and a state system of community junior colleges were subsequently established in 1967.

Enrollment increases have continued in the 1970s and have been particularly significant at the urban institutions. These increases have resulted in part from the extension of educational opportunity to those citizens who previously did not have access. Of particular note are the increasing numbers of women and minority students. The return of the Viet Nam war veterans and the recent recession also had major effects during the early and mid-1970s. The latter have now subsided, however, as the G.I. benefits for most veterans have been exhausted and unemployment has been reduced.

Table 16 portrays enrollment growth in all postsecondary institutions in Colorado from 1880 through 1976. Figure 2 displays the geographic location of all institutions.

Enrollment Projections -- Enrollment in postsecondary institutions has grown steadily over the years, with over 155,000 students enrolled in 1977.

TABLE 16

Headcount Students Enrolled in Public and Private Postsecondary Education, 1880 - 1976

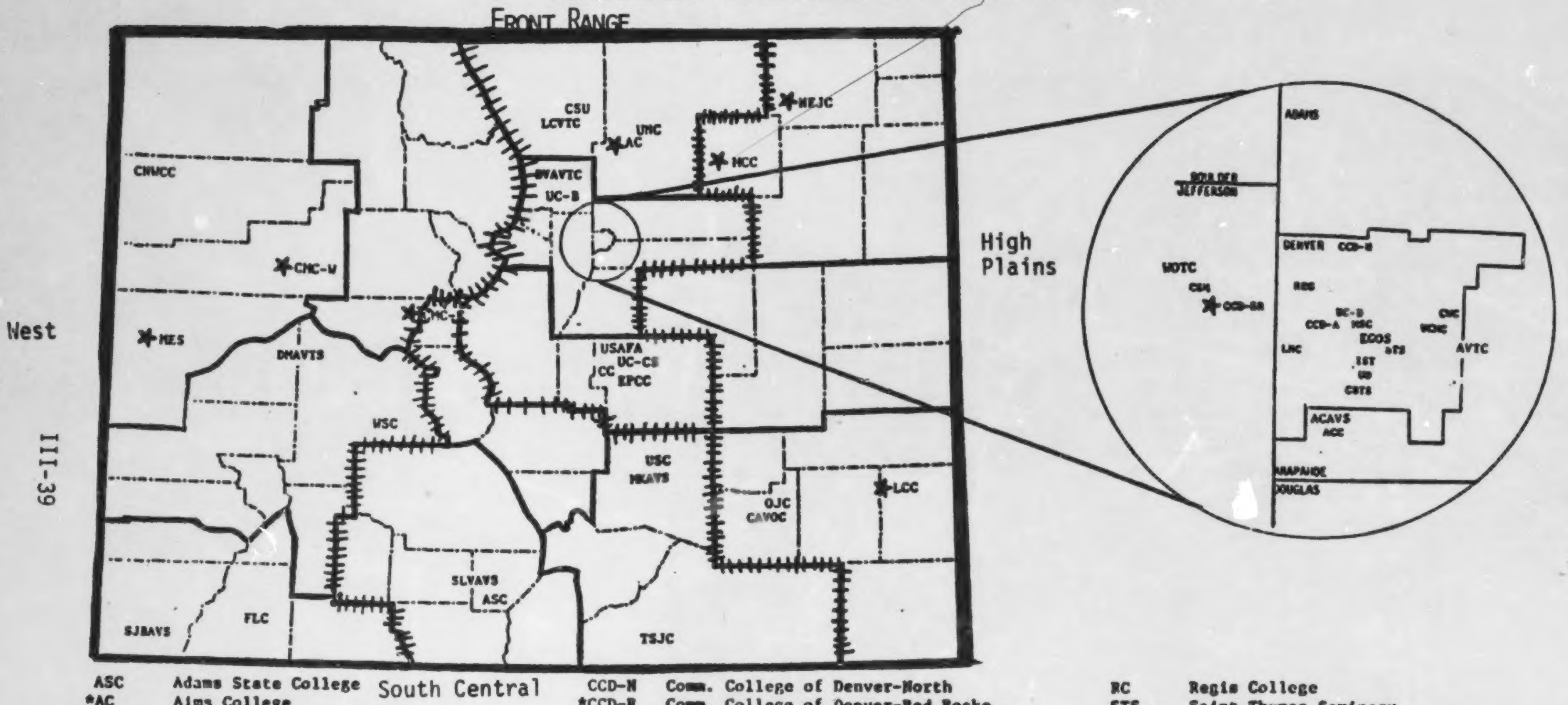
Year	Students Enrolled	Percent Increase/Decrease
1880	70	-- %
1892	760	985.71
1900	1,400	84.2
1920	7,000	400.0
1932	12,964	85.2
1933*	11,633	(10.3)
1940	16,207	39.3
1943*	10,609	(52.8)
1945	20,941	97.4
1950	30,049	43.5
1953*	23,006	(23.4)
1955	31,324	36.2
1960	41,094	31.2
1965	68,092	65.7
1970	116,678	71.4
1975**	148,667	27.4
1976**	150,816	1.4
1977**	155,259	2.9

* These data represent the lowest enrollment figures recorded during the Great Depression, World War II, and the Korean War.

** Represent opening fall enrollments.

FIGURE 2

POSTSECONDARY EDUCATIONAL INSTITUTIONS IN COLORADO


Front Range
High Plains
West
South Central
CSU
LCVTC
UNC
AC
NEJC
MCC
BVAVTC
UC-B
CNWCC
CMC-W
MES
DMAVTS
CMC-E
USAFA
UC-CS
CC
EPCC
WSC
USC
MKAVS
OJC
CAVOC
LCC
SLVAVS
ASC
FLC
SJBAVS
TSJC
ADAMS
BOULDER
JEFFERSON
WOTC
CSM
CCD-RR
DENVER
CCD-N
RCS
UC-D
CCD-A
MSC
EGOS
STS
CWC
UCMC
AVTC
LHC
IST
UD
CBTS
ACAVS
ACC
ARAPAHOE
DOUGLAS

ASC	Adams State College
*AC	Aims College
ACC	Arapahoe Community College
ACAVS	Arapahoe Co. Area Voc. School
AVTC	Aurora Voc.-Tech.Center
BVAVTC	Boulder Valley Area Vo-Tech. Center
CAVOC	Central Ark.Valley Occ.Center
CBTS	Conservative Baptist Theo. Seminary
CC	Colorado College
*CMC-E	Colorado Mountain College-East
*CMC-W	Colorado Mountain College-West
CNWCC	Colorado Northwestern Comm. College
CSM	Colorado School of Mines
CSU	Colorado State University
CWC	Colorado Women's College
CCD-A	Comm. College of Denver-Auraria
CCD-N	Comm. College of Denver-North
*CCD-R	Comm. College of Denver-Red Rocks
DMAVTS	Delta-Montrose Area Vo-Tech. School
*EPCC	El Paso Community College
EGOS	Emily Griffith Opportunity School
FLC	Fort Lewis College
IST	Iliff School of Theology
*LCC	Lamar Community College
LCVTC	Laramie Cnty.Vo-Tech. Center
LHC	Loretto Heights College
MKAVS	Marvin Knudson Area Voc. School
*MES	Mesa College
MSC	Metropolitan State College
*MCC	Morgan Community College
*NEJC	Northeastern Junior College
OJC	Otero Junior College
RC	Regis College
STS	Saint Thomas Seminary
SJBAVS	San Juan Basin Area Voc. School
SLVAVS	San Luis Valley Area Voc. School
*TSJC	Trinidad State Junior College
UC-B	University of Colorado at Boulder
UC-CS	Univ. of Colorado at Colorado Springs
UC-D	University of Colorado at Denver
UCMC	U of Colorado Medical Center
UD	University of Denver
UNC	University of Northern Colorado
USAFA	U. S. Air Force Academy
USC	University of Southern Colorado
WOTC	Warren Occupational Tech. Center
WSC	Western State College

*Indicates dual designation -- also an Area Vocational School

There is evidence, however, that the growth trend is now slowing down. A decline in full-time-equivalent (FTE) students in the public sector occurred in 1976. It is important to note, however, that the decline was less than one percent and, further, that headcount enrollments have continued to increase into 1977.

In the future, declines in postsecondary education enrollments are projected for the nation as a whole. These projections primarily reflect the declining birth rate nation-wide. However, enrollment declines in Colorado are not expected for several reasons. First, the impact of economic development and changing technologies will require continued efforts on the part of Colorado's postsecondary educational system to provide job training, retraining and upgrading opportunities.

Second, although Colorado enjoys a high educational standing, there are estimated to be over 500,000 adults in the State who do not have the equivalent of a high school diploma. Many members of this group have sought postsecondary educational services in recent years and a continuation of this trend is expected. In addition, the state commitment to affirmative action is expected to cause this trend to be sustained, if not increased.

A third consideration is that certain western states, Colorado included, have historically attracted older as well as traditional freshmen. In these states 63% of all first-time, full-time students in 1975 were 18-year-olds and 12% were 20-year-olds or older, whereas nationally the corresponding figures were 74% and 6%.[12] This is particularly important in terms of enrollment, since, as indicated earlier, increases are projected in the 20-24 and 25-29 year-old groups of 18.9% and 22.9% respectively by 1985.

Fourth, the in-state participation rate of Colorado's high school graduates has historically been above the national average.[13] The American Council on Education, based upon 1970 and 1975 data, has recently projected for 1985 a participation rate in Colorado of 34% and a 2% increase in the number of 18-year-olds over that estimated for 1975. Thus, in comparison to 1975, an additional 464 Colorado resident 18-year-olds are expected to enroll in postsecondary education a decade hence.[14] Again, commitments to affirmative action are expected to sustain the participation rate.

Finally, the impact of student migration must be noted. Colorado has traditionally been a net importer of students; that is, the number of Colorado residents leaving the State to seek education elsewhere has been less than the number of out-of-state students enrolling in Colorado's postsecondary educational system. Based upon American Council on Education projections, student in-migration will continue. When coupled with the aforementioned increase in the number of resident 18-year-olds enrolled, the Council projects for 1985 an overall increase of 14.9% in the number of traditional-age freshmen over that recorded a decade earlier.[15]

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[12] Cathy Henderson, Changes in Enrollment by 1985, Policy Analysis Service Reports, III, No. 1 (Washington, D.C.: American Council on Education, June 1977), p. 7.

[13] Ibid. The in-state participation rate refers to the percent of high school graduates who take advantage of the postsecondary educational opportunities in their home state.

[14] Ibid., pp. 13-19.

Based on available student pools and participation rates, student enrollments are projected for the planning period. Table 17 sets forth the planned and projected public enrollments, headcount and full-time-equivalent (FTE), by institutional type. An increase in headcount enrollments of 10,921 is projected between 1978-79 and 1982-83. This represents an increase of 7.6% for the planning period. Similarly, full-time equivalent (FTE) students are projected to increase by 7,488, or 6.4%, during the planning period.

A review of the data by institutional type indicates that during the planning period the largest percentage increases will occur in the baccalureate granting institutions, 10%, and in the two-year institutions, 9%. Enrollment at master's granting institutions is expected to increase by 6.7% and by 2.8% at the doctoral granting institutions.

Tables 18 and 19 distribute the projected enrollments by institution. It should be understood in reviewing the tables that CSU, UC-B and UNC enrollments are controlled by annual enrollment "caps".

Overall, the enrollment data show that enrollments in Colorado will continue to increase, albeit at at a much lower rate than experienced during the past five years. Whereas enrollment increases for the period 1973-74 through 1977-78 averaged just under 5% annually, the rate of growth proposed for the five-year planning period is estimated to average about 2% annually.

Program Emphasis

Program emphasis is another important element in the consideration of postsecondary education, because it provides a measure of the degree to which individual and social needs are being satisfied. Colorado's postsecondary educational system, as noted earlier, has continually been cognizant of the needs of the State and its citizens. The response to these needs has been made within the framework of three broad program areas: instruction, research and public service.

With respect to instruction, the concept of utility has remained. This is evident by the remedial, academic transfer and vocational programs offered by the community junior colleges and area vocational schools. Such programs are specifically oriented to the educational and manpower needs of the geographical areas where the institutions are located. The baccalaureate institutions have generally been concerned with the needs of larger service areas, including regions within the State, the Rocky Mountain region, the nation and, to some extent, the international community. Table 20 presents a review of the program emphasis of these institutions since 1960-1961.

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[15] Ibid., p. 19.

TABLE 17

CURRENT, PLANNED AND PROJECTED ENROLLMENTS BY PLANNED INSTITUTIONAL TYPE (Public)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
Fall Headcount (Resident Instruction)			
Doctoral Granting	61,213	63,225	64,766
Masters Granting	15,019	14,735	16,036
Baccalaureate	19,730	20,295	23,060
Two Year*	42,305**	45,373	50,687
All Public*	138,267	143,628	154,549
Full-Year FTE (Resident Instruction)			
Doctoral	59,037	59,454	61,100
Masters	14,162	13,310	14,200
Baccalaureate	15,793	16,000	17,600
Two Year*	28,111**	28,648	32,000
All Public*	117,103	117,412	124,900

*Enrollment plans not available for legislated independent area vocational schools.

**Data for proposed Technical Community College of Pueblo included as part of USC for 1976-77.

TABLE 18

CURRENT, PLANNED AND PROJECTED ENROLLMENTS IN COLORADO PUBLIC INSTITUTIONS FALL HEADCOUNT (RESIDENT INSTRUCTION)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
CSU	17,426	17,519	17,850
UC-B	21,061	21,500	21,350
UC-D	7,958	8,850	9,840
UNC	10,965	11,106	11,106
CSM	2,373	2,646	3,000
UC-MC	1,430	1,604	1,620
ASC	2,542	2,385	2,456
UC-CS	3,668	4,450	5,280
WSC	3,315	3,200	3,250
USC	5,494	4,700	5,050
MC	4,045	4,227	4,850
MSC	12,921	13,225	15,180
FLC	2,764	2,843	3,030
ACC	5,315	6,200	7,700
CCD-A	4,109	4,125	4,380
CCD-N	4,767	4,655	4,900
CCD-RR	6,863	6,060	6,380
EPCC	5,684	6,155	6,250
LCC	639	730	735
MCC	445	565	600
OJC	1,219	1,130	1,200
TSJC	1,425	1,482	1,482
Aims	4,040	4,700	5,640
CMC	4,460	5,100	6,190
CNCC	1,360	1,506	1,750
NJC	1,979	2,125	2,210
TCCP	(651)**	840	1,270
Total Public Institutions**	138,267	143,628	154,549

* Enrollment plans not available for legislated independent area vocational schools.

** Included as part of USC for 1976-77.

TABLE 19

CURRENT, PLANNED AND PROJECTED ENROLLMENTS IN COLORADO PUBLIC INSTITUTIONS FISCAL YEAR FULL TIME EQUIVALENT (RESIDENT INSTRUCTION)[1]

Institution	Actual 1976-77	Planned 1978-79	Projected 1982-83
CSU[2]	17,665	17,885	18,200
UC-B[2]	20,500	20,157	20,300
UC-D[2]	5,183	5,285	6,000
UNC[2]	11,779	11,770	11,800
CSM	2,623	2,933	3,300
UC-MC	1,287	1,424	1,500
ASC	2,560	2,450	2,500
UC-CS	2,642	3,000	3,500
WSC	3,427	3,200	3,200
USC	5,533	4,660	5,000
MC	2,750	2,8[illegible]	3,300
MSC[2]	10,064	10,030	11,000
FLC	2,979	3,100	3,300
ACC	3,356	3,700	4,200
CCD-A[2]	3,632	3,200	3,400
CCD-N	3,672	3,315	3,500
CCD-RR	4,546	3,985	4,200
EPCC	4,280	4,350	5,000
LCC	444	475	500
MCC	301	335	400
OJC	654	550	600
TSJC	1,140	1,200	1,200
Aims	2,535	2,900	3,500
CMC	1,869	1,978	2,400
CNCC	470	520	700
NJC	1,212	1,350	1,400
TCPP	(609)**	790	1,000
Total Public Institutions	117,103	117,412	124,900

* Enrollment plans not available for legislated independent area vocational schools.

** Included as part of USC for 1976-77.

1. Projected figures are provided for planning purposes; the figures will be updated annually by the CCHE.

2. The University of Colorado at Boulder, Colorado State University, and the University of Northern Colorado, are currently limited by annual legislation for academic year FTE enrollments. These limits currently are: 18,733 at UC-B, 16,473 at CSU, and 10,120 at UNC. The three Auraria institutions are limited by statute to 15,000 day FTE. The projected enrollments are based on maintaining the Auraria institutions' limit at 15,000 FTE; maintaining the University of Colorado limit at 18,733 academic year FTE at Boulder; increasing the limit at CSU to 17,000 academic year FTE in keeping with the legislated planning goal of 20,000 annual FTE; increasing the limit at UNC to 10,425 academic year FTE in keeping with the institution's planning goal of 12,000 annual FTE.

TABLE 20

DEGREES CONFERRED BY SUBJECT FIELD AS A PERCENTAGE OF TOTAL DEGREES CONFERRED IN COLORADO*

Subject Field	1960-61	1969-70	1973-74	1976-77
Social Science	11.1%	17.2%	15.4%	11.7%
Fine & Applied Arts	3.8	5.0	4.2	4.2
Biological Sciences	3.6	3.7	5.0	5.4
Health Professions	3.6	3.9	4.3	4.9
Psychology	1.9	4.0	6.6	6.2
Physical Sciences	4.4	3.4	2.9	3.3
English & Journalism	4.5	6.3	5.1	5.2
Engineering	11.0	6.9	7.8	7.6
Business & Commerce (Management)	13.1	12.9	11.8	15.0
Education	34.8	26.5	21.0	19.3
All Other **	8.2	10.2	16.1	17.2
TOTAL	100.0%	100.0%	100.0%	100.0%

* Does not include professional and associate degrees or certificates.

** Includes agriculture and natural resources, architecture and environmental design, communications except journalism, computer adn information sciences, foreign languages, home economics, library science, mathematics, military sciences, public affairs and services, theology, and interdisciplinary studeies. Certain fields individually designated before 1970 are included in general titles named.

As can be seen in this table, program emphasis has shifted over the years, reflecting changes in individual and social needs. The decade of the 1960s, for example, witnessed an increased emphasis on the social sciences in response to concerns regarding the disadvantaged and minorities. Recently, the "all other" category has received additional emphasis due to such factors as environmental concerns, resource scarcity and the increasing use of data processing technologies.

During the planning period, several fields are expected to receive further attention by the baccalaureate institutions based upon projections about Colorado's future. These fields include the social sciences (socio-economic impacts of population growth, particularly in rural areas), agriculture and biological sciences (water scarcity and environmental concerns), the health professions (nation-wide health concerns, rural health care delivery and population growth), physical sciences (energy resource development), engineering (energy resource development and growth in the manufacturing sector), business and commerce (manpower needs related to economic growth), architecture and environmental design (city, county, community, regional and state planning needs), and computer and information sciences (increased computer utilization inherent in an expanding economy). The community junior colleges and area vocational schools will continue to prepare students for entry in those occupational fields for which employment growth is projected (Table 13) and which require training of two years or less. The general areas of emphasis will be those noted above, although some variations may occur due to localized needs. Moreover, the two-year colleges will play a vital role within their communities through the delivery of educational services to those citizens who have not achieved the equivalent of a high school diploma and to those students seeking a two-year academic program for transfer or other reasons.

A variety of research activities will also be required during the planning period. These efforts will be oriented towards a wide variety of local, state, regional, national and international needs. Specific attention will be paid to energy resource development, environmental problems, food production and other problems of immediate concern. The research institutions will play a particularly important role in this regard.

Public service will require a continuing commitment on the part of postsecondary education. The community colleges must maintain an intimate knowledge of the needs of their service areas because of the effects of population growth and economic development. Each baccalaureate institution must continue to develop those mechanisms necessary to insure adequate and timely response to those public service needs which are within its role and mission. A variety of delivery systems (outreach, workshops, consulting, etc.) will be required because of the increasingly complex environment forecast for Colorado.

SECTION IV

THE PLANNED RESPONSE OF COLORADO POSTSECONDARY EDUCATION TO THE GOALS AND OBJECTIVES FOR THE PLANNING PERIOD:

THE ROLES OF INSTITUTIONS

Section II of this document sets forth the goals and objectives of postsecondary education for the planning period. Section III describes the setting in which postsecondary education will provide services during the planning period. This Section is the planned response to those goals and objectives and that environment. This material, consequently, is the heart of the master plan.

The task force reports and recent discussions with institutions have led to a significant conclusion: supported by the public commitment to education, postsecondary institutions during the '60s and early '70s developed an impressive delivery capability, responsive to the explosion in demand for postsecondary services. Consequently, the schools, colleges and universities of Colorado -- the people, philosophies, programs and facilities -- currently constitute an important resource for the State as it enters the decade of the '80s. This section deals with the institutions and their capabilities, and presents how those capabilities can best be directed, utilized and improved during the planning period.

Uniformity versus Diversity - An Important Balance

The Commission, like the Task Force on Roles of Public Colleges and Universities, believes that one major element in the strength of Colorado postsecondary education is its diversity. On the other hand, diversity should not be and is not pursued beyond the bounds of educational wisdom. All institutions, particularly those within similar sectors, are much more alike than different. Limited differences should exist between the community colleges; each serves a rather local clientele and service area. To the extent that the clienteles in respective service areas have similar needs, the community colleges will be similar. Each may, of course, have unique programs. To a lesser degree, the same principle applies to the college and university sector. These institutions have regional responsibilities and similar general roles are appropriate. Finally, the doctoral granting institutions will have many similarities both with each other and with the college and university sector. Since the doctoral institutions are multi-purpose, considerable program overlap at the baccalaureate level, and some at the master's level, is expected.

While it is understood that the basic liberal arts and sciences form the core program of all degree granting institutions, the Commission supports the concept that unique characteristics of institutions should be protected and enhanced. Beyond core programs and service area responsibilities, institutions should avoid being "everything to everybody." They should build upon their strengths and have a serious dedication to quality. With limited resources, this can be accomplished by eliminating programs which are weak.

Doctoral programs -- and many master's programs -- are an important component in this discussion of institutional diversity. Graduate programs are higher cost programs and must be limited to selected institutions. This high cost can be attributed to a number of factors, including higher salaries of faculty, small class sizes, and specialized equipment and facilities. Because of this high cost, the Commission will continue to take a very restrictive position on additional graduate programs. While in some cases this position may appear inconsistent with its goal of access to educational opportunity, the costs of graduate programming justify a lesser level of geographical access.

The Commission also adopts a rather restrictive position on a wholesale spread of graduate programs because institutions and their faculty tend to dedicate their resources and energies to the highest level of degrees offered. This sometimes occurs at the expense of undergraduate programs. Consequently, certain institutions should be totally dedicated to undergraduate instruction, some to undergraduate and master's instruction, and only a few to doctoral instruction.

This section is intended to encourage and maintain appropriately diverse institutional roles, and to discourage aspirations which tend toward the homogenization of roles. The role statements set forth, for the planning period, appropriate diversification in terms of program level and subject field.

Organization of Colorado Postsecondary Education - An Overview

Colorado postsecondary education is currently comprised of public and private degree granting institutions, area vocational schools and proprietary schools. Public state postsecondary education is currently organized under six governing boards. These boards have similar responsibilities for the institutions under their control. Among such responsibilities are those identified in Article VIII, Section V (II) of the State Constitution:

> (2) The governing boards of the state institutions of higher education, whether established by this constitution or by law, shall have the general supervision of their respective institutions and the exclusive control and direction of all funds of and appropriations to their respective institutions, unless otherwise provided by law.

In addition, certain specific functions arc the responsibility of the Colorado Commission on Higher Education (see Appendix B)

The components of public postsecondary education comprise the Colorado Department of Higher Education. The organization of the Department is illustrated on the next page. Brief role statements for each governing board, system-wide descriptions, and a description of the responsibilities of the Auraria Higher Education Center Board follow.

ORGANIZATION OF COLORADO PUBLIC HIGHER EDUCATION

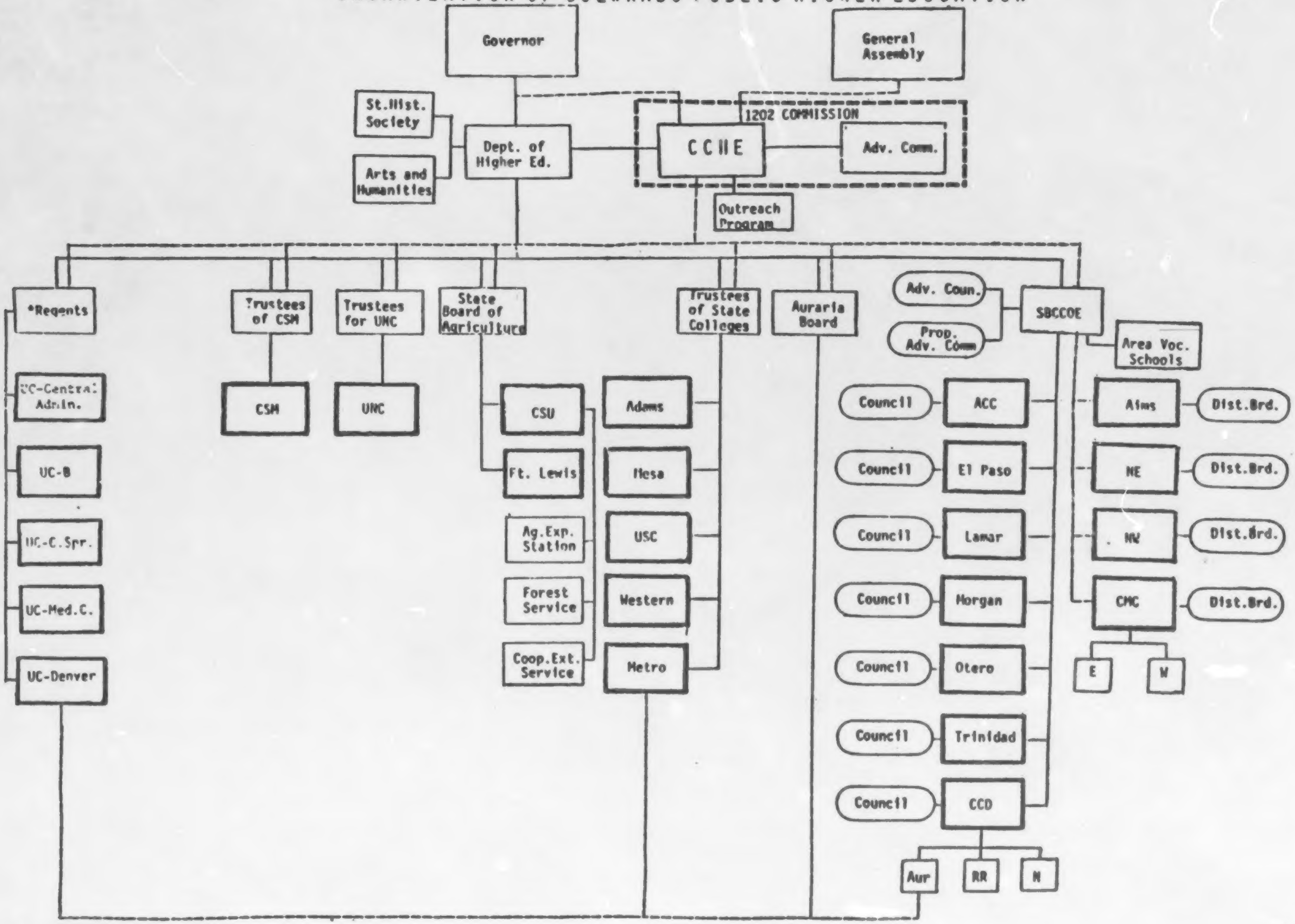
Governor
General Assembly
St.Hist. Society
Arts and Humanities
Dept. of Higher Ed.
1202 COMMISSION
CCHE
Adv. Comm.
Outreach Program
*Regents
Trustees of CSM
Trustees for UNC
State Board of Agriculture
Trustees of State Colleges
Auraria Board
Adv. Coun.
Prop. Adv. Comm
SBCCOE
Area Voc. Schools
UC-Central Admin.
UC-B
UC-C.Spr.
UC-Med.C.
UC-Denver
CSM
UNC
CSU
Ft. Lewis
Ag.Exp. Station
Forest Service
Coop.Ext. Service
Adams
Mesa
USC
Western
Metro
Council
ACC
El Paso
Lamar
Morgan
Otero
Trinidad
CCD
Aur
RR
N
Aims
NE
NW
CMC
E
W
Dist.Brd.

Figure 1

*Elected Governing Board

Regents of the University of Colorado - The Board of Regents was established as the governing body of the University of Colorado in 1876 by Article VIII, Section V, of the Constitution. The constitutional provision, amended in 1972. gives the Board authority for "the general supervision of (the University) and the exclusive control and direction of all funds of and appropriations to (the University). unless otherwise provided by law". The University includes the Boulder, Colorado Springs, Denver and Medical Center campuses, and the Central Administration.

The Board of Regents consists of nine members serving staggered six-year terms, one elected from each of the State's five congressional districts and four elected from the State at large.

University of Colorado System:

Later in this document, role statements are provided for each campus of the University of Colorado. However, it also is important to recognize the system role for the University.

On April 25, 1974, by action of the Board of Regents, the University of Colorado was reorganized under a four-campus chancellorship system, providing for a central administration (Offices of the President) and for chancellors at the Boulder, Colorado Springs, Denver and Medical Center campuses. The president, reporting to the Board of Regents, is the chief academic and administrative officer of the entire University, and the chancellors, who report to the president, are the chief academic and administrative officers of the four campuses. While each campus has considerable operational autonomy, the University system as a whole adheres to uniform policies and practices in the areas of academic standards and program development, faculty appointment, promotion and retention, fiscal control, budgets and planning. The four campuses within the system also share common resources and facilities, including research and computing facilities, library resources and the museum

The University Graduate School and some of the professional schools and colleges operate on a multi-campus basis. The campuses are separately accredited by the North Central Association. Professional accreditation of most schools and colleges is granted to the individual school or college by the appropriate agency.

Role For The Planning Period: (1978-79 through 1982-83)

The University of Colorado shall continue its role as a major higher education resource in the State and as a major research institution. Through its four campuses, it shall provide leadership in the discovery, development, application and dissemination of knowledge through programs of instruction, research and public service. In addition, the University of Colorado Medical Center shall continue its role as a major component of the State's health care delivery system. (See separate Role and Mission statements for each campus.)

The Board of Regents and Central Administration of the University shall continue to provide system-wide direction and service in such areas as the development of financial systems, internal auditing, personnel management and benefits programs, development activity and the promulgation and review of operating procedures.

The four campuses of the University shall continue to share such high-cost research facilities as the cyclotron, electron microscope center, field stations, observatory, etc, and library, computing and hospital facilities, with the concentration of such facilities remaining at the Boulder and Medical Center campuses. The University shall encourage greater inter-campus use of resources unique to each campus for instruction, research and public service activities.

The University shall continue to operate as one system with uniform standards regarding its instructional, research and public service programs. Activities involving more than one campus shall be encouraged to the extent that they strengthen the responsiveness of the University of Colorado system to state, regional and national needs.

State Board of Agriculture - Established in 1870, the State Board of Agriculture has eight members appointed by the Governor, with the consent of the Senate, for four-year terms. The Board controls Colorado State University, including the Colorado Forest Service, Cooperative Extension Service and Experiment Station, and Fort Lewis College. Non-voting members of the Board include two faculty and two student representatives elected by their respective groups at Fort Lewis College and Colorado State University.

The functions of the Board include selection of presidents and employees, determination of salaries, determination of tuition, conferring of degrees and certain legal functions related to ownership, lease and rental of property.

Trustees of the School of Mines - The Trustees of the School of Mines consists of seven members appointed by the Governor and confirmed by the Senate for six-year terms, and a student member elected by the student body.

The responsibilities of the Board include such functions as appointment of the president, legal functions related to ownership, lease and rental of property, the conferring of degrees, tuition, and other functions.

Board of Trustees of the University of Northern Colorado - Established in 1973 as an autonomous board, the Board of Trustees of the University of Northern Colorado has seven members appointed by the Governor and confirmed by the Senate for six-year terms, and one non-voting student member elected by the students. The Board has control and direction of University funds, appoints the president, faculty and others, determines salaries, qualifications for admission, tuition and courses of study, and performs certain legal functions.

Trustees of the State Colleges and University Consortium - Established in 1889 as the Trustees of the State Colleges, this board has seven members appointed by the Governor and confirmed by the Senate for six-year terms and one non-voting student member appointed annually by the Board. Board functions include general administration of the State Colleges and University Consortium, the control and direction of funds, the appointment of faculty and others, determination of salaries, prescription of courses of study, establishment of admissions qualifications and determination of tuition.

The Board governs Adams State College, Mesa College, Metropolitan State College, the University of Southern Colorado and Western State College.

The Consortium:

In June 1977, the Governing Board was statutorily designated as the Trustees of the State Colleges and University Consortium. The legislation creating the Consortium states in part that:

> The trustees shall have the power to implement a resource-sharing program between the institutions they govern, and with any other institution of higher education, for the purposes of maximizing program availability.

Role for the Planning Period: (1978-79 through 1982-83)

The Consortium shall continue to play the role of facilitating program sharing, cooperation and coordination among its institutions and with other institutions in Colorado. Coordination and sharing of academic programs shall be developed at the undergraduate and graduate levels in order to broaden the educational opportunities for the citizens of Colorado.

Coordination of faculty, financial and other resources shall be carried out to increase the efficient management of such resources in the Consortium.

State Board for Community Colleges and Occupational Education (SBCCOE) - Established in 1967, SBCCOE has nine members appointed by the Governor for six-year terms, and one non-voting student member. Among the appointed members five come from the State's congressional districts and four from the State at large. Members represent various occupations. Board staff is organized under two divisions: the Division of Community Colleges and the Division of Occupational Education.

The institutions under control of the State Board for Community Colleges and Occupational Education are:

Arapahoe Community College
Community College of Denver
El Paso Community College
Lamar Community College
Morgan Community College
Otero Junior College
Trinidad State Junior College

The Board also has responsibility for many programmatic aspects of the four local district colleges, the nineteen area vocational schools and the sixty-five private vocational schools.

Among the specific responsibilities of SBCCOE are: appointment of chief executive officers of the institutions, the Director of Occupational Education and the Director of the Community Colleges. The Board also reviews and recommends curriculum proposals, recommends to CCHE the location and priorities for establishment of new colleges, defines degree requirements, reviews and recommends on budgets, and plans allocation of federal funds. The SBCCOE also assumes responsibility for administration of the Proprietary School Act of 1966 and serves as the state approving agency for Veteran's Programs and as the State Board for Vocational Education.

The Community College and Occupational Education System - In many respects the institutions under control of SBCCOE operate as a "system". While each college has a local advisory council, it operates under system-wide policies and procedures.

Board of Directors for the Auraria Higher Education Center - Established in 1974, the Auraria Board consists of seven members who have four-year terms. Four members are appointed by the Governor and one member each is appointed by the governing boards of the three Auraria institutions -- the Community College of Denver-Auraria, Metropolitan State College and the University of Colorado-Denver.

Responsibilities of the Board include physical plant and grounds management for the Auraria Campus, the allocation and assignment of space, long-range planning, and bonding and holding authority.

A Profile of Institutional Types and Their Missions

Carnegie Classification - The Carnegie Commission on Higher Education published a classification system for categorizing institutions of higher education. Although the system is very general, it provides one basis upon which institutional missions can be developed. A summary of that system and the Colorado institutions[1/2/3] which currently fall into the respective categories is set forth below.

Doctoral Granting Institutions

Research Universities I

The fifty leading institutions in terms of federal government academic science support and awarding at least fifty Ph.D.'s[3]

Institutions: Colorado State University
University of Colorado - Boulder

Research Universities II

The next fifty leading institutions in terms of federal financial support and awarding fifty Ph.D.'s

Institutions: None

Doctoral Granting Universities I

Moderate emphasis on doctoral programs; institutions awarding forty or more Ph.D.'s or receiving at least three million dollars in federal financial support

Institutions: University of Denver
University of Northern Colorado

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1. Carnegie Commission on Higher Education. A Classification of Institutions of Higher Education (Berkeley, California: Carnegie Commission on Higher Education, 1973).
2. Academy for Education Development, The Campus Resources of Higher Education in the United States of America (Washington, D.C., November, 1973).
3. In all cases the term Ph.D. also includes the Ed.D. and other doctor's degrees.

Doctoral Granting Universities II

Limited emphasis upon doctoral programs; institutions awarding at least ten Ph.D.'s in 1969-70, with the exception of a few new doctoral granting institutions that may be expected to increase the number of Ph.D.'s awarded within a few years

Institutions: University of Colorado - Denver

Comprehensive Universities and Colleges

Comprehensive Universities and Colleges I

Institutions offering liberal arts and "several" other programs; many offered master's degrees but all lacked a doctorate program or had an extremely limited program

Institutions: Adams State College
Fort Lewis College
Mesa College
Metropolitan State College
University of Colorado - Colorado Springs
University of Southern Colorado
Western State College

Comprehensive Universities and Colleges II

State colleges and some private professional schools; did not include private institutions with fewer than 1,500 students or public institutions with fewer than 1,000 students

Institutions: None

Liberal Arts Colleges

Liberal Arts Colleges - Selectivity I

Colleges scoring five or above on Astin's Selectivity Index or included among the 200 leading baccalaureate institutions in terms of their graduates receiving Ph.D.'s at forty leading universities

Institutions: Colorado College

Liberal Arts Colleges - Selectivity II

All other liberal arts colleges

Institutions: Colorado Women's College
Loretto Heights College
Regis College

Two-Year Colleges and Institutes

Institutions: All two-year institutions

Professional Schools and Other Specialized Institutions

Theological seminaries, bible colleges and other institutions offering degrees in religion.
Medical schools and medical centers

Institutions: University of Colorado Medical Center

Other separate health professional schools
Schools of engineering and technology

Institutions: Colorado School of Mines

Schools of business and management
Schools of art, music, design, etc.
Schools of law
Teacher's colleges
Other specialized institutions including graduate centers, maritime academies, military institutes and miscellaneous.

Institutions: United States Air Force Academy

Colorado Descriptors - The Carnegie Classification, while helpful, was found lacking in some respects in clarifying the missions of Colorado institutions. Consequently, for the purpose of this plan, the institutions have been grouped into ten types identified as "Colorado Descriptors". These Colorado Descriptors identify the overall missions of institutions by identifying the comprehensiveness or breadth of programs and the level of programs. Those categories and the related definitions follow.

Comprehensive Research and Doctoral Granting Institutions

Institutions classified by Carnegie as Research Universities I & II

Institutions: Colorado State University
University of Colorado - Boulder

Comprehensive Doctoral Granting Institutions

Institutions classified by Carnegie as Doctoral Granting Universities I & II, with doctoral programs in a broad range of disciplines

Institutions: University of Denver

Limited Doctoral Granting Institutions

Institutions classified by Carnegie as Doctoral Granting Universities I & II, and which have multi-purpose broad-based undergraduate and/or master's level programs but have doctoral programs in a selected range of disciplines

Institutions: University of Colorado - Denver
University of Northern Colorado

Special Purpose Research and Doctoral Granting Institutions

Institutions classified by Carnegie as Professional Schools and Other Specialized Institutions

--Schools of Engineering and Technology

Institutions: Colorado School of Mines

--Medical Schools and Centers

Institutions: University of Colorado Medical Center

Comprehensive Master's Granting Institutions

Institutions classified by Carnegie as Universities and Colleges I & II, with master's programs in a broad range of disciplines

Institutions: Adams State College
University of Colorado - Colorado Springs
Western State College

Limited Master's Granting Institutions

Institutions classified by Carnegie as Comprehensive Universities and Colleges I & II, with comprehensive, broad-based undergraduate programs and master's programs in a selected range of disciplines

Institutions: University of Southern Colorado

Special Purpose Master's Granting Institutions

Institutions classified by Carnegie as professional schools and other specialized institutions; special purpose baccalaureate institutions with selected and related master's level programs

Institutions: None

Comprehensive Baccalaureate Granting Institutions

Institutions classified by Carnegie as Comprehensive Universities and Colleges I & II, with undergraduate liberal arts and sciences and professional programs

Institutions: Colorado College
Colorado Women's College
Fort Lewis College
Loretto Heights College
Mesa College
Metropolitan State College
Regis College
United States Air Force Academy

Two-Year Institutions

Institutions classified by Carnegie as Two-Year Colleges and Institutions

Institutions: All Comprehensive Community Colleges
Technical Community College of Pueblo

Area Vocational Schools

Institutions: All Area Vocational Schools

Other: All Proprietary Institutions

Definition of an Institutional Role Statement

The work done by the Task Force on Roles of Public Colleges and Universities provided the foundation for many of the role statements. However, as a result of continuing review, discussion and state-wide needs assessment, some significant departures from the recommendations of the Task Force also exist in the plan. In attempting to identify role statements for the various public institutions within the State, the Task Force quickly recognized that one of the first problems to be resolved involved establishment of a working definition of a role statement. Based upon reviews of existing role statements, issues raised during discussions with representatives from each of the institutions, and a responsibility to answer the charge given to it, the Task Force concluded that a role statement must, at a minimum, include each of the following components:

1. Profile of student clientele that the institution is to serve (i.e., age, ability, socio-economic status, etc.)
2. Level of instruction to be offered (i.e., lower division, upper division, graduate, etc.)
3. Primary emphasis of programs to be offered (i.e., liberal arts, professional, vocational, education, engineering, etc.)
4. Research and public service commitments
5. Ultimate institutional size

The Commission endorsed the above description of an institutional role statement, and on that basis a role statement for each institution is presented herein. The role statements utilize the following format:

HISTORICAL BACKGROUND:

This section contains a brief description of historical development and legislative action resulting in current operation, including statutory agencies associated with the campus.

INSTITUTIONAL TYPE:

Current:

CCHE
Planned:

This section contains the current and planned Carnegie classification as assigned by the Colorado Commission on Higher Education (CCHE). Each listing is followed by the current and planned CCHE Colorado Descriptor. The CCHE "planned" institutional type indicates the broad mission of the institution and any change in mission to be developed during the five-year planning period.

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

This section contains a broad description of the levels (lower, upper, graduate I, graduate II) of programs to be offered. Included are the types of programs to be offered, such as liberal arts, professional and vocational. Also included are roles in remedial education, the research role (if any), the role in continuing education/outreach, and special programs or agencies associated with the institution.

SERVICE AREA:

This section defines the geographical area for which the institution has a major resident instruction program responsibility. While the institution will identify and offer appropriate programs to satisfy the needs of that area, the service area designation does not imply (1) that all or a majority of students must come from that area, or (2) that all programs must be justified on the basis of that area alone.

The service areas for outreach programs will be designated through the CCHE Outreach system and will fluctuate based on needs and institutional capabilities.

CLIENTELE AND ENTRANCE INDICATORS:

This section contains information on the type of student that the institution is to serve. Included are such factors as commuter/resident, full-time/part-time, extent of proven academic ability, etc.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

This section describes distinctive characteristics of the institution, both current and planned. Included is an analysis of the relative proportions of degrees conferred by broad subject field, a listing of any academic programs which are unique among Colorado institutions (for the public sector) and noted centers and institutes.

INSTITUTIONAL STATISTICS:

This item provides current and projected statistical trends for each campus. Data for the private sector institutions are also included where available, to reflect their current plans for the same period. Student demographics represent the institution's estimate of trends for the planning period. Many of these data (such as resident/non-resident, minority/non-minority) involve major public policy issues and the Commission will address such items in its planning process (see Issue Q) and in its annual budget recommendations.

Doctoral Granting Institutions

This section includes role statements for the sector of institutions which will offer baccalaureate, master's and doctoral degrees during the planning period. Role statements for the following institutions are provided:

Comprehensive Research and Doctoral Granting Institutions (Colo. Descriptor)

Colorado State University
University of Colorado - Boulder

Comprehensive Doctoral Granting Institutions (Colo. Descriptor)

University of Denver (Private)

Limited Doctoral Granting Institutions (Colo. Descriptor)

University of Colorado - Denver
University of Northern Colorado

Special Purpose Research and Doctoral Granting Institutions (Colo. Descriptor)

--Schools of Engineering and Technology

Colorado School of Mines

--Medical Centers and Schools

University of Colorado Medical Center

In general, doctoral granting institutions are noted for a broad range of programs at the bachelor's, master's and doctoral levels. A very high percentage of the faculty in these institutions possess the Ph.D. or equivalent, have prominent reputations and publish regularly. Publication is a major criterion for promotion.

The students who attend these institutions have proven academic records. Entering freshmen rank at least in the upper half of their high school class, and students in some institutions average at the upper 25 percent of their class. Students who matriculate at these institutions should have a good deal of self-motivation and be academically self-reliant. Doctoral institutions are encouraged to engage in special student programming such as educational opportunity for the disadvantaged; however, these institutions will not engage in other than "spot deficiency" remedial instruction.

As a result of public policy, the public doctoral granting institutions are restrictive on the number of entering freshmen they will accept and are increasingly dedicated to the transfer and graduate student.

The research universities place a heavy emphasis upon the extension of knowledge. Many faculty members are involved both in teaching and research. At the graduate level, research is an integral part of instruction.

Colorado's major research universities serve large numbers of students from outside the State since, in a genuine sense, they are a national and, in some programs, an international resource. Large numbers of non-residents at the graduate level make those programs educationally sound and economically feasible.

The public comprehensive research and doctoral granting institutions have a particular responsibility for continuing education (outreach) programs in professional areas where they operate professional schools.

The comprehensive research and doctoral granting institutions operate at a level of excellence which attracts research and technological activity to Colorado, which in turn stimulates the State's economy. These institutions work with government, nonprofit and industrial research and development groups to maintain and expand the State's high concentration of scientific activity. They also actively seek to work with other state agencies in order that the resources of staff and facilities available at such institutions may be made available to provide service in such areas as community and industrial development, and long-range state policy development.

COLORADO STATE UNIVERSITY (CSU)

HISTORICAL BACKGROUND:

Colorado State University was established at Fort Collins in 1970, as the Agricultural College of Colorado, by the Territorial Council and the House of Representatives. When Colorado achieved statehood in 1876, the College became a state institution; that same year it was designated as Colorado's land-grant college under the terms of the Morrill Act. Enabling legislation for Colorado State University indicates that:

> The design of the institution is to afford instruction in agriculture and the natural sciences connected therewith. To effect that object most completely, the institution shall combine physical with intellectual education and shall be a high seminary of learning in which the graduates of the common school of both sexes can commence, pursue, and finish a course of study, terminating in thorough theoretical and practical instruction in those sciences and arts which bear directly upon agriculture and kindred industrial pursuits.

Land-grant colleges originally were established to teach agriculture and mechanical arts, along with other more traditional subjects. It soon became apparent, however, that a critical need existed to extend educational activity beyond the classroom to all citizens. By 1887, Congress had passed the Hatch Act which established an agriculture experiment station in every state in connection with its land-grant college. This led at CSU to "extension" courses for farmers unable to come to the campus. In 1914, Congress recognized these efforts with passage of the Smith-Lever Act which provided funds for extension programs in every state to disseminate agricultural research findings. Again, CSU responded to this development.

The Agricultural College of Colorado grew slowly, undergoing a number of name changes, until at the end of World War II registrations numbered 1,037. During the 1950s and 1960s enrollment took a sharp upswing, reaching 6,131 by fall of 1960, and 17,045 a decade later. The institution has continued to grow at a slower, controlled rate since 1970, and today enrolls some 17,500 students in regular on-campus programs and 14,000 individuals in outreach programs.

The institution underwent several name changes: the State Agricultural College, Colorado Agricultural College, Colorado State College of Agriculture and Mechanic Arts, and Colorado Agricultural and Mechanical College, respectively, until 1957, when the General Assembly redesignated it as Colorado State University.

The Academy for Educational Development ranks Colorado State University among the top forty public universities in the United States in volume of research activity, and the National Science Foundation ranks the institution among the top fifty public and private universities in the United States in terms of the size of its sponsored research program.

Colorado State University's 835-acre Main Campus contains nearly one hundred academic and administrative office buildings which house most of the University's classroom and office space. The 800-acre Agriculture Campus located southeast of the Main Campus supports instructional and research programs in agronomy and animal sciences. The 1,700-acre Foothills Campus west of Fort Collins primarily is devoted to research, while the 280-acre Pingree Park Campus, fifty-five miles to the west, primarily supports instructional programs.

Colorado State University has evolved from a small frontier college to a nationally recognized comprehensive research university which is heir to an educational legacy known as the "land-grant" institution.

INSTITUTIONAL TYPE:

Current: Research University I (Carnegie)
Comprehensive Research and Doctoral Granting Institution
(Colorado Descriptor)

CCHE
Planned: Research University I (Carnegie)
Comprehensive Research and Doctoral Granting Institution
(Colorado Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

As a comprehensive research and doctoral granting institution, Colorado's land-grant institution shall continue a leadership role and commitment to teaching, research and service to Colorado and the nation.

CSU shall continue to emphasize the institution's historic role of excellence in a full range of instructional programs from the baccalaureate to the post-doctoral level. As necessary components of a comprehensive, research-oriented university, the broad range of undergraduate programs benefit by their direct access to the new knowledge generated by research. Graduate programs, of course, are intrinsic to the research mission of the University. The University shall continue to emphasize instruction and research in professional areas important to the State, such as veterinary medicine and agriculture. Unique program characteristics of Colorado State University are detailed in a later section of the role statement.

The University, through its Center for Continuing Education, shall continue to offer credit and non-credit life-long learning experiences to private agencies and citizens of the State. Programs involving aid to developing countries, student and faculty exchange with foreign countries, and international education also will continue to be emphasized.

Colorado State University is a leading national research university and it shall continue to emphasize research which is integrated with the University's graduate instructional and public service programs. Sponsored research shall continue to be sought so long as such research contributes to the strength and quality of graduate programs and related scholarly interests. The University shall continue its research relationship with such agencies as the Consortium for International Development, the Colorado Energy Research Institute, the

National Center for Atmospheric Research and the Laramie Energy Research Center. State research programs conducted throughout Colorado via the network of experiment stations and centers shall continue to respond to legislatively selected and approved topics, many of which will reflect established concerns of Colorado citizens.

SERVICE AREA:

At the baccalaureate level, the CSU service area is the entire state, plus its interstate regional contracts (WICHE) with western states, Hawaii and Alaska. Its graduate service area is state-wide, national and international.

CLIENTELE AND ENTRANCE INDICATORS:

Colorado State University shall continue to be a cosmopolitan campus enrolling students from across the United States and many foreign countries.

Colorado State University shall continue its highly selective admissions standards at all levels. At the present time, the average matriculation standards are: (1) entering freshmen - high school ranking above the 75th percentile; combined ACT scores above 22; combined SAT scores above 994; (2) undergraduate student grade point average of matriculated graduate students above 3.0 on a 4.0 scale.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

Colorado State University confers degrees at four levels: 75% of the degrees conferred are baccalaureate, 19% are master's degrees, 2% are first professional degrees and 4% are doctoral degrees. Among institutions of higher education state-wide, CSU awards 17.6% of the baccalaureate degrees, 13.1% of the master's, 12.4% of the first professional degrees and 18.8% of the doctoral degrees.

A profile of broad HEGIS subject field areas in which degrees were awarded in 1976-77 is presented below:

	AA	BA/BS	MA/MS	PhD/EdD	Prof.
Social Sciences		9%	4%	8%	
Fine & Applied Arts		5	1		
Biological Sciences		8	10	18	
Health Professions		6	6	1	100%
Psychology		2	2	8	
All Other		36	20	19	
Physical Sciences		3	7	12	
English and Journalism		6	5		
Engineering		8	12	20	
Business and Commerce (Management)		11	7		
Education		6	26	14	
TOTAL		100%	100%	100%	100%

Unique Undergraduate Degree Programs

Degree Program	Degree
Agriculture, General	B.S.
Agricultural Business	B.S.
Agricultural Economics	B.S.
Agricultural Industries Management	B.S.
Agronomy	B.S.
Animal Sciences	B.S.
Avian Science	B.S.
Bio-Agricultural Science	B.S.
Farm and Ranch Management	B.S.
Fishery Biology	B.S.
Food Technology	B.S.
Forest Biology	B.S.
Forest Management Science	B.S.
Horticulture	B.S.
Landscape Horticulture	B.S.
Natural Resources Management	B.S.
Range Ecology	B.S.
Range-Forest Management	B.S.
Watershed Sciences	B.S.
Wildlife Biology	B.S.
Wood Science and Technology	B.S.
Entomology	B.S.
Plant Pathology	B.S.
Technical Journalism	B.A.
Agricultural Engineering	B.S.
Engineering Science	B.S.
Industrial-Construction Management	B.S.
Environmental Health	B.S.
Music Therapy	B.S.
Occupational Therapy	B.S.
Consumer Sciences	B.
Child Development and Family Relationships	B.S.
Housing and Design	B.S.
Textiles and Clothing	B.S.
Veterinary Science	B.S.

Unique Graduate Degree Programs

Degree Program (Specialty)	Degree
Agricultural Economics	M.S. Ph.D.
Agronomy	M.S. Ph.D.
Animal Sciences	M.S. Ph.D.

Fishery and Wildlife Biology	M.S. Ph.D.
Forest and Wood Sciences	M.S. Ph.D.
Horticulture	M.S. Ph.D.
Range Science	M.S. Ph.D.
Botany and Plant Pathology	M.S. Ph.D.
Radiology and Radiation Biology	Ph.D.
Zoology and Entomology	Ph.D.
Industrial Sciences (Construction & Manufacturing)	M.S.
Agricultural Engineering	M.S. Ph.D.
Chemical Engineering (Biological, Environmental, Food Processing)	M.S.
Civil Engineering (Nat. Res. Appli.)	M.S. Ph.D.
Mechanical Engineering (Nuclear; Industrial)	M.S. Ph.D.
Clinical Sciences (animal)	M.S. Ph.D.
Environmental Health	M.S.
Occupational Therapy	M.S.
Veterinary Medicine	Prof.
Child Development and Family Relationships	M.S.
Consumer Sciences and Housing	M.S.
Textiles and Clothing	M.S.
Food Science and Nutrition	M.S. Ph.D.
Mathematics (Combinatorics and Applied Math)	M.S. Ph.D.
Statistics (Biological)	M.S. Ph.D.
Atmospheric Science	M.S. Ph.D.
Chemistry (Electroanalytical)	M.S. Ph.D.
Earth Resources (Watershed, Snow Hydrology)	M.S. Ph.D.
Geology (Environment and Natural Resources)	M.S.
Physics (Materials Science)	M.S. Ph.D.
Psychology (Counseling and Industrial/Organization)	M.S. Ph.D.
Recreation Resources	M.S. Ph.D.
Economics (Resource; Developing Country)	M.S. Ph.D.
History (Historic Preservation)	M.

Political Science (Natural Resource Policy)	M. Ph.D.
Sociology (Sociology of Development)	M. Ph.D.

Noted Centers and Institutes

The Natural Resources Ecology Laboratory (NREL) is a center for ecosystem studies which is unique in the nation. It is an organization dedicated to the conduct of research related to ecological and environmental problems. Research problems within the laboratory are of an interdisciplinary nature which emphasizes a total systems approach. Much of the research relates to the environmental effects of energy development in the Rocky Mountains and the Plains West.

Solar Energy Applications Laboratory. The worlds' first solar-heated and cooled residence was constructed at CSU in 1974. This facility and two similar houses serve as nationally funded test sites for solar heating and cooling systems. Faculty from the Departments of Civil Engineering, Electrical Engineering, Mechanical Engineering, Physics, Agricultural and Chemical Engineering, and Atmospheric Science cooperate in the work of this laboratory.

Colorado State University was awarded institutional funding by the U.S. Department of Energy in October 1977 and was the first university to be so recognized.

Water Resource Engineering Center. CSU is internationally recognized for its excellence in all aspects of water resource management. This activity is supported by well equipped laboratory facilities, including a 33,600 square foot hydraulics laboratory with a side array of flumes, a 13,400 square foot hydromachinery laboratory capable of 200 foot head flows of 125 cubic feet per second, and a 100-acre outdoor laboratory with hydrology and model stands.

Collaborative Radiological Health Laboratory. The Collaborative Radiological Health Laboratory was established in 1962 for the purpose of determining in carefully controlled animal experiments the lifetime hazards associated with prenatal and early postnatal low level exposure to ionizing radiation. Research at this laboratory is primarily concerned with evaluating the role of age as a factor influencing an animal's response to injury.

Institute of Rural Environmental Health. The Institute of Rural Environmental Health was created in 1969 with the mission of improving the health and safety of residents of Colorado and the Rocky Mountain region, expecially those engaged in agricultural pursuits, by the application of preventive medicine through research, education and service. The institute coordinates research in environmental health to provide a multidisciplinary approach to health-related problems in the environment and in the agricultural working place.

Animal Reproduction Laboratory. The Animal Reproduction Laboratory combines excellence in teaching, research and service in the field of large animal reproduction. Research is directed toward achieving maximum reproductive efficiency in herds and flocks through studies of ovulation control, germ cell production and maintenance, embryo transfer, sexual behavior and infertility.

Media Center. The University has an outstanding Media Center recognized as one of the best in the nation. It provides University-wide instructional services involving development, production, distribution and marketing of instructional services. Major activities involve the provision of audio-visual, graphic, motion picture and television services.

A National Center for Emission Control is involved with the preparation of curriculum and teaching materials for technical education.

An Experimental Surgery Laboratory serves the State and nation in the area of experimental surgery. A Veterinary Teaching Hospital serves the State and region in the area of clinical veterinary medicine and surgery.

Wind Engineering. International recognition of CSU has been achieved through its pioneering applications of fluid mechanics to development of wind engineering as a new discipline. Basic and applied research on wind effects on man and his local environment are centered in unique wind-tunnel facilities housed in the 30,000 square foot Fluid Dynamics and Diffusion Laboratory. These facilities include the world's only meteorological wind tunnel with a length of 200 ft., a 6 ft. by 6 ft. test section and temperature controls to create thermal stratification similar to the natural atmosphere, a 60 ft. long environmental wind tunnel with a 12 ft. by 9 ft. cross section, an industrial aerodynamics wind tunnel 100 ft. long with a 6 ft. by 6 ft. test section, five smaller special purpose wind tunnels, extensive instrumentation, and digital-data processing systems.

INSTITUTIONAL DATA: (Colorado State University) (including Prof. Vet. Medicine)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE: (Resident Instruction)			
Full-Time-Equivalent (FTE)			
Academic Year	16,559	16,683	17,000**
Summer Term	1,106	1,202	1,200
Fiscal Year	17,665	17,885	18,200
Headcount (HDCT) Students			
Fall Term	17,426	17,519	17,850
Summer Term	4,760	5,165	5,160

Institutionally Provided Data*

Ratios			
Fall HDCT/Acad. Yr. FTE	1.05	1.05	1.05
Fall HDCT/Fiscal Yr. FTE	.99	.98	.98
Lower Division FTE	54%	52%	52%
Upper Division FTE	34	35	35
Grad. I FTE	9	10	10
Grad. II FTE	3	3	3
Lower Division HDCT	46%	43%	43%
Upper Division HDCT	38	40	39
Grad. I HDCT	13	13	14
Grad. II HDCT	2	3	3
Non-Degree/Special HDCT	1	1	1
Resident	73%	74%	75%
Non-Resident	27	26	25
Minority	6%	6%	7%
Non-Minority	94	94	93
Male	56%	54%	52%
Female	44	46	48
Part Time (0-6 cr. hrs.)	4%	4%	4%
Full Time (7-- cr. hrs.)	96	96	96
Vocational/Occu. (C.C. only)			
General Education (C.C. only)			
Median Age Range	18-20	18-20	18-20

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

** Assumes increasing the academic year enrollment limit from 16,473 to 17,000 FTE in keeping with a planning goal of 20,000 annual FTE.

UNIVERSITY OF COLORADO - BOULDER (UC-B)

HISTORICAL BACKGROUND:

The University of Colorado at Boulder, one of four campuses of the UC system, is the oldest public institution of higher education in Colorado. At its first session in 1861, the Territorial Legislature passed an Act providing for a university at Boulder. The cornerstone of the first building was laid in 1875, and upon admission of Colorado to the Union in 1876 the University was declared an institution of the State by the Constitution. The Colorado Statutes provide that:

> The objects of the University of Colorado are to provide the best and most efficient means of imparting to young men and women, on equal terms, a liberal education and thorough knowledge of the different branches of literature and the arts and sciences, with their varied applications. The university, so far as practicable, shall begin the course of study in its collegiate and scientific department at the points where the same are completed in high schools, and no student shall be admitted who has not previously completed the elementary studies in such branches as are taught in the common schools throughout the state.

In 1901, the University had 500 undergraduate and graduate students, 150 faculty members and a library with 20,000 volumes. Dramatic growth in both enrollment and programs continued during the following twenty years. The College Department, the core of the University, became the College of Liberal Arts in 1897. The graduate programs and professional schools developed rigorous curricula, and the appointment of the first graduate dean in 1909 signaled a greater emphasis on graduate education.

The twenty-five year post-World War II period marked the transition of the Boulder Campus from a relatively small institution to a major university. The emphasis on graduate education and on technology in the period from 1946 to 1970 paved the way for research development, and during this period many of the research institutes currently in operation on campus were created. In 1970, the State Legislature established an enrollment limit of 20,000 FTE students for the Boulder Campus. The "capping" of enrollment signaled the transition of the campus from its characteristic growth mode to a maturity mode.

The University of Colorado at Boulder is a member of the prestigious Association of American Universities (AAU), the only institution in the Rocky Mountain region with such a designation. The AAU is comprised of about fifty leading research-oriented universities in the United States and Canada.

The history of the Boulder Campus portrays the evolution of a small frontier school into a nationally recognized comprehensive, research-oriented university. The main theme which emerges during this history is a continued effort toward becoming a University with balanced teaching, research and service activities.

INSTITUTIONAL TYPE:

Current: Research University I (Carnegie)
Comprehensive Research and Doctoral Granting Institution
(Colo. Descriptor)

CCHE
Planned: Research University I (Carnegie)
Comprehensive Research and Doctoral Granting Institution
(Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

As a comprehensive research and doctoral granting institution, UC-B shall continue to assume a leadership role in the discovery, communication and use of knowledge through teaching, research and service to the people of Colorado and the nation.

UC-B shall continue to emphasize the institution's historic role of excellence in a full range of instructional programs from the baccalaureate to the post-doctoral level. As necessary components of a comprehensive, research-oriented university, the broad range of undergraduate programs benefit by their direct access to the new knowledge created by research. Graduate programs are, of course, intrinsic to the research mission of the University. The University shall continue to emphasize instruction and research in professional areas important to the State, such as pharmacy and law. Unique program characteristics of the University of Colorado-Boulder are detailed in a later section.

The Boulder Campus is a nationally recognized center for research and scholarly work. This emphasis on contract and grant research is a major role for UC-B and developments in this regard shall continue and are encouraged. The University's relationships with national agencies and laboratories located in Boulder are productive linkages and shall continue. Sponsored projects shall be sought in areas which complement the University's program orientation.

The University of Colorado - Boulder shall continue to make its resources available to the people of Colorado and other Colorado institutions through programs of public service and continuing education. In particular, the faculty research bureaus, the Norlin Library and the Natural History Museum shall be available to Colorado citizens. The UC-B creative arts festivals, lectures, concerts and art exhibitions shall also continue to contribute to the cultural life of Colorado.

SERVICE AREA:

The service area of the University of Colorado at Boulder reflects its role and mission. As a comprehensive research university, and in light of the selective nature of the student body, the service area is the State as a whole and, for many programs, the nation and the world.

At the baccalaureate level, the service area is the entire State, although in the case of certain professional programs (pharmacy, journalism and environmental design) and in the case of several specialized baccalaureate programs (molecular, cellular, and developmental biology, certain areas of engineering), a regional (Rocky Mountain states) service area is appropriate.

The service area at the graduate level includes not only the State, but in many programs UC-B enjoys a national and an international reputation and attracts scholars from all over the world.

CLIENTELE AND ENTRANCE INDICATORS:

The University of Colorado at Boulder shall continue to be a cosmopolitan campus enrolling students from all fifty states and many foreign countries. The University attracts the highest percent of nonresidents of all institutions in the State.

The Boulder Campus shall continue its highly selective admissions standards at all levels. At the present time the average matriculation standards are: (1) entering freshman - high school ranking above the 75th percentile; combined ACT scores above 22; combined SAT scores above 1060; (2) undergraduate student grade point average of matriculated graduate students above 3.0 on a 4.0 scale.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

The University of Colorado-Boulder confers degrees at four levels: 72% of the degrees conferred in 1976-77 were baccalaureate, 18% were master's, 4% were first professional degrees, and 6% were doctoral degrees. Among institutions of higher education state-wide, UC-B awarded in 1976-77 21.6% of the baccalaureate degrees, 16.3% of the master's degrees, 22.4% of the first professional degrees, and 41.7% of the doctorates.

A profile of broad HEGIS subject field areas in which degrees were awarded in 1976-77 is presented below:

	AA	BA/BS	MA/MS	PhD/EdD	Prof
Social Sciences		15%	9%	19%	
Fine & Applied Arts		4	8	6	
Biological Sciences		10	2	6	
Health Professions		3	3	1	
Psychology		8	3	10	
All Other & Law		17	21	10	100%
Physical Sciences		3	4	13	
English and Journalism		7	5	7	
Engineering		10	9	4	
Business & Commerce (Management)		16	10	5	
Education		7	26	19	
TOTAL		100%	100%	100%	100%

Unique Undergraduate Programs

Degree Program	Degree
Environmental Design	B.S.
African and Middle Eastern studies	B
Asian Studies	B
Central and Eastern European Studies	B
Molecular Cellular and Developmental Biology	B.S.
Environmental, Population and Organismic Biology	B.S.
Finance	B.S.
International Business	B.S.
Minerals Land Management	B.S.
Public Agency Admin.	B.S.
Small business Management	B.S.
Transportation and Traffic Management	B.S.
Computer Information Systems	B.S.
Journalism/Advertising	B
Journalism/News-Editorial	B
Journalism/Radio-TV	B
Architechtural Engineering	B
Aerospace Engineering Sciences	B.S.
Engineering Physics	B.S.
Engineering Design & Econ. Eval.	B.S.
Dance	B
Organ and Church Music	B
Music Pedagogy	B
Music History	B
Music Theory	B
Chinese	B.S.
Greek	B.S.
Latin	B.S.
Russian	B.S.
Italian	B.S.
Japanese	B.S.
Pharmacy	B.S.
Classical Antiquity	B.S.
Religious Studies	B.S.

Among the graduate degree programs at the University of Colorado-Boulder, the following are listed by UC-B for their uniqueness and/or primary excellence in the State and surrounding region.

Unique Graduate Programs

Degree Programs	Degree
Molecular, Cellular & Developmental Biology	D
Business Administration	D
Journalism	D
Computer Science	D

Degree Program	Degree
Telecommunications	M
Art Education	M
School Psychology	M D
Civil Engineering (Transportation, Structures and Water Treatment)	M D
Aerospace Engineering Science	M D
Applied Mathematics	D
Chemical Engineering (Petro/Chemical)	D
Electrical Engineering (Power Field Theory Circuit Design)	M D
Master of Engineering	M
Engineering Design and Economic Evaluation	M
Art History	M
Dance	M
French	M D
German	M D
Italian	M
Russian	M
Slavic Language and Literature	M D
Spanish	M D
Communication Disorders and Speech Science	D
Pharmacy	M D
Classics	M D
Comparative Literature	M D
Linguistics	M D
Philosophy	D
Applied Physics	M D
Astro-Geophysics	M D
Astrophysics	D
Chemical Physics	D
Mathematical Physics	D
Law	JD
Musical Arts	D
Musicology	D
Theatre	D

Noted Centers and Institutes

Library - The University Libraries constitute a major research collection in the Rocky Mountain region. There are holdings of almost two million volumes, including books, government documents, phonograph records, tapes and maps. In addition, there are over a million microfilms in all subject areas. The University of Colorado at Boulder has 1,656,000 volumes as holdings.

Norlin Library, the central library, includes a Government Documents Division, which is not only a full depository center, but also supplements its holdings by acquiring the complete technical reports of government sponsored research. The Western Historical Collections are valuable sources of manuscript materials for the study of the development of Colorado and the western region.

In addition to Norlin Library, Boulder Campus has branch libraries as follows:

Art and Architecture Library	Law Library
Business Library	Math-Physics Library
Earth Science Library	Science Library
Engineering Library	

Museum - The University of Colorado Museum was established on the Boulder Campus in 1902 to develop a better understanding of the natural features, resources of fauna and flora, and ecology of the Rocky Mountain region through the accumulation of systematic collections for research, exhibition, and the training of specialists in the branches of natural history. As the major environmental data bank of this region, the collections number more than a million and a half specimens in anthropology, paleontology, mineralogy, botany, zoology, history and the arts. Through its program of exchange of specimens, the museum has an international reputation. Its collections are available to any qualified faculty member, scientist or student for research and reference.

Exhibit halls of Man, Life, Earth and Art in the Henderson Building offer interpretative displays, open daily for the general public. Museum faculty members teach courses in their specialties including Southwestern archaeology and ethnology, vertebrate paleontology, lichenology and bryology, malacology and entomology, in addition to general museology and museum techniques.

Planetarium - The Wallace F. Fiske Planetarium, which opened on the Boulder Campus in the fall of 1975, features a 65-foot diameter star theatre, one of the largest and best equipped star theatres in the world. A Zeiss VI star projector, along with hundreds of automatically controlled auxiliary projectors, produce dramatic star shows for public enjoyment. The 16,800 square foot facility has a star theatre with a seating capacity for over 200 people, and also contains studio, darkroom and library facilities, together with a large display area.

BIOLOGY

High Voltage Electron Microscope Center - This facility was created in the Department of Molecular, Cellular, and Developmental Biology. It allows the three dimensional study of cell structure and function. Previously, researchers were limited by cross-sectional examinations. Only a few such facilities exist in the nation.

Institute of Arctic and Alpine Research (INSTAAR) - The Institute of Arctic and Alpine Research was established in 1951 to promote better understanding of arctic and alpine environments through teaching and research. The institute operates a year-round Mountain Research Station at 3,000 m in the Colorado Front Range and has continuously maintained a number of weather stations since 1952. Research findings on plant ecology, geomorphology, climatology, glaciology, palynology and other subjects are published in the quarterly journal, "Artic and Alpine Research". INSTAAR is also headquarters for the NOAA supported World Data Center - A (Glaciology) which collects, stores and disseminates information on snow and ice and publishes the bulletin, "Glaciological Data".

BUSINESS

Business Research Division - The Business Research Division, the research arm of the College of Business and Administration, conducts research in three general categories: state service, contract research and faculty research. It also serves as a census summary tape processing center in cooperation with the Colorado Division of Planning, and maintains the Colorado Business/Economic Data Bank which contains state information on Colorado economic activity. Publications of the division include the "Colorado Business Review" (monthly), "Colorado County and City Retail Sales", "Journal of Travel Research" (quarterly), "Colorado Ski and Winter Recreation Statistics" (annual), "Directory of Colorado Manufacturers" (annual), and numerous special interest publications.

ENGINEERING

Engineering Research Center - The Engineering Research Center has three main functions: to stimulate engineering research, to improve graduate study through research, and to serve the needs of industry, society and government through research. The center publishes a monthly "Research Newsletter". The center also publishes "Progress News" and "Engineering Interaction at CU".

Joint Institute for Laboratory Astrophysics (JILA) - JILA is an interdepartmental research institute operated since 1962 on the Boulder Campus in collaboration with the National Bureau of Standards. The Institute specializes in interdisciplinary studies combining the fields of astronomy and astrophysics, atomic and molecular physics, chemical physics, laser physics, and astrophysical fluid dynamics.

Laboratory for Atmospheric and Space Physics (LASP) - The Laboratory for Atmospheric and Space Physics, an institute of the Graduate School, is devoted to research and graduate training in space physics and upper atmospheric physics. The Institute has been involved in deep space probes, including the Mariner-Mars probes of 1969, 1971 and 1972 and the Mariner probe of Venus in 1967, Atmospheric Explorers of the Earth's atmosphere, and OSO-8 studies of the sun.

Nuclear Physics Lab - Cyclotron - The Nuclear Physics Laboratory houses the University's 30-million electron-volt cyclotron, which was designed and constructed by members of the University staff with financial support of the Atomic Energy Commission. Research projects are initiated by the University and supported by ERDA and include studies of nuclear structure and reactions and collaborative medical research.

PSYCHOLOGY

Institute for Behavioral Genetics (IBG) - The Institute for Behavioral Genetics was established in 1967 to provide interdisciplinary training and research in the inheritance of behavioral characteristics. Research perspectives of the present staff include population and quantitative genetics, and the study of physiological, pharmacological, and biochemical mechanisms involved in genetic control of behavioral characteristics.

Center for Labor Education and Research (CLEAR) - CLEAR was established in 1962 to carry on a state-wide program of labor education and research. Since 1967, CLEAR has been a separate department of the University and its programs have been broadened to include the development of credit courses in the labor relations field. The center provides a state-wide labor education service, research and program evaluation, educational, consultation, summer institutes, conferences, and publications on teaching and research materials.

LETTERS

Rare Books Collection - Norlin Library

Western History Collection - Norlin Library contains a collection of manuscripts and other original materials such as phonograph records, letters, newsclippings, maps and photographs. These items deal with the history of Colorado and the West.

PHYSICAL SCIENCE

Cooperative Institute for Research in Environmental Sciences (CIRES) - CIRES is operated and staffed jointly by the University and the National Oceanic and Atmospheric Administration. It promotes research and training in solid earth geophysics, radio propagation, the physics and chemistry of the upper and lower atmospheres and solar-terrestrial relationships.

Institute For the Study of Intellectual Behavior (ISIB) - The institute was established in 1968 to promote interdisciplinary research, seminars and lecture programs on how man thinks and how his thoughts affect his behavior. Faculty members from the Departments of Psychology, Linguistics, Physical Education, and Communication Disorders and Speech Science and the School of Education work with graduate and undergraduate students in research training programs.

SOCIAL SCIENCES

Institute of Behavioral Science (IBS) - The Institute of Behavioral Science was organized in 1957 to foster research in the social sciences. It functions through five interdisciplinary and research programs: human judgment; personal and social problem behavior; general, social and economic dynamics; population processes; and technology, environment and man.

Bureau of Anthropological Research - The Bureau of Anthropological Research coordinates and administers small scale research contracts dealing with Colorado and Southwestern anthropology. Currently, the majority of the contract work is in conservation archaeology involving salvage activities and environmental impact assessments of resource development and construction activities.

Mesa Verde Research Center

Museum

Bureau of Governmental Research and Service - The Bureau of Governmental Research and Service conducts research projects and publishes reports and monographs on governmental issues. It sponsors conferences and workshops for public officials and citizens involved with public issues. It maintains a specialized reading room and research library of over 8,000 books, documents and periodicals.

Bureau of Sociological Research - The Bureau of Sociological Research serves to advance and support research and creative work of all faculty and students in the Department of Sociology. Recent activities include an Environmental Conciliation Project and Formalization and Testing of Classical Sociological Theories.

Bureau of Economic Research - The Bureau of Economic Research was created in the late 1950s to conduct research, aid faculty members in the Department of Economics with their research, and train and interest students in research. Recent projects have included studies relating to the impact of changes in military spending, analysis of coal development in Western Colorado, and an economic and environmental analysis of the Colorado River Basin.

INTERDISCIPLINARY

Mountain Research Station

Educational Media Center Film Library - The Center rents educational films and audio and video tapes to public and private schools and institutions throughout Colorado and the region.

INSTITUTIONAL DATA: (University of Colorado-Boulder)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE: (Resident Instruction)			
Full-Time-Equivalent (FTE)			
Academic Year	19,030	18,733	18,733
Summer Term	1,470	1,424	1,597
Fiscal Year	20,500	20,157	20,300
Headcount (HDCT) Students			
Fall Term	21,061	21,500	21,350
Summer Term	6,875	6,885	7,520

Institutionally Provided Data*

	Actual 1976-77	Planned 1978-79	Projected 1982-83
Ratios			
Fall HDCT/Acad. Yr. FTE	1.11	1.15	1.14
Fall HDCT/Fiscal Yr. FTE	1.03	1.07	1.05
Lower Division FTE	51%	51%	50%
Upper Division FTE	35	35	35
Grad. I FTE	9	9	9
Grad. II FTE	5	5	6
Lower Division HDCT	44%	44%	43%
Upper Division HDCT	37	37	37
Grad. I HDCT	11	11	11
Grad. II HDCT	8	8	9
Non-Degree/Special HDCT			
Resident	68%	68%	70
Non-Resident	32	32	30
Minority	9%	9%	10%
Non-Minority	91	91	90
Male	59%	59%	57%
Female	41	41	43
Part Time (0-6 cr. hrs.)	11%	10%	10%
Full Time (7-- cr. hrs.)	89	90	90
Vocational/Occu. (C.C. only)			
General Education (C.C. only)			
Median Age Range	21-24	21-24	21-24

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

UNIVERSITY OF DENVER (DU) (Private)

HISTORICAL BACKGROUND:

The University of Denver was chartered as Colorado Seminary on March 5, 1864 by act of the Council and House of Representatives of Colorado Territory, and it opened its doors as Colorado's first institution of higher education in November of that year with thirty students and a faculty of three.

Although the school was established with a gift of $14,000 from the Rocky Mountain Conference of the Methodist Episcopal Church, it opened its doors to all who wished to learn the "useful and ornamental arts," the sciences, languages and other subject matter. "No test of religious faith," the charter stated, "shall ever be applied as a condition of admission into said Seminary." In 1879 the name University of Denver was given to the degree-conferring body of Colorado Seminary, which remained the designation of the property-holding and fiscal corporation.

In its earliest years, the University enrolled children of pioneer families settling the region. In the 1920s, '30s and '40s, in the absence of public higher education in Denver, the University provided quality education to several generations of commuting students. In the 1950s and '60s, the University attracted a student body from almost every state in the nation and many foreign countries. The most recent trend indicates a growing proportion of students coming from Colorado and the West, thus reemphasizing the University's commitment to remain a national and regional institution with a strong local base.

The University today consists of two undergraduate colleges: the College of Arts and Sciences and the College of Business Administration. Within the College of Arts and Sciences are the School of Art, the School of Education and the Lamont School of Music. Within the College of Business Administration are the School of Accountancy and the School of Hotel and Restaurant Management. Graduate programs are available through the Colleges of Business Administration and Law as well as the Graduate Schools of Arts and Sciences, International Studies, Librarianship, Professional Psychology and Social Work.

INSTITUTIONAL TYPE:

Current: Research University II (Carnegie)
Comprehensive Research and Doctoral granting Institution
(Colorado Descriptor)

CCHE
Planned: Research University II (Carnegie)
Comprehensive Research and Doctoral granting Institution
(Colorado Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

The University of Denver will remain a true "university," combining teaching at all levels with research and community service. Second, it will set as its first priority the provision of a superior education for its students. The University defines a superior education as one which allows a student to be independent in their career decisions, personal planning and ethical choices. Third, it will continue to offer a professional education that enables students to deal with the whole of life, beyond their first job. Fourth, it will continue its historic tradition of regional service -- educational, economic, cultural and scientific. Fifth, it will seek to perform this regional service as an independent university expressing the American commitment to a dual system of higher education, public and private.

SERVICE AREA:

Diversity characterizes the 7,800 students at the University of Denver. The approximately 4,900 undergraduate students come from all fifty states and sixty-eight foreign countries. Among the Americans, 30% are from Colorado, about 27% are from the East, about 21% are from the Midwest, about 14% are from the Far West, and about 8% are from the South. The 2,900 graduate students represent as wide a range of geographic regions as undergraduate students. Colorado student enrollment at the University has steadily been increasing. In the 1972-73 academic year, 22% of the undergraduate students and 43% of the graduate students were from Colorado. Autumn Quarter 1977 registration reveals that 37% of the undergraduate students and 59% of the graduate students are from Colorado. Among these Colorado students 26% are from the Denver Metropolitan area, 15% are from the Western Slope and 59% are from the Eastern Slope.

CLIENTELE AND ENTRANCE REQUIREMENTS:

The University aggressively seeks those students who are seriously committed to learning, scholarship and the moral and ethical use of knowledge. In selecting students, each applicant's academic strengths, talents and potential for college work are evaluated individually.

During Fall 1977, 74% of the freshman class represented the top two-fifths and 33% of the class represent the top 10% of their high school graduating classes.

INSTITUTIONAL DATA: University of Denver

ENROLLMENT PROFILE	Actual 1977-78	Planned 1982-83
Headcount Students		
Fall Term	7,753	7,800
Resident	3,743[a]	3,900
Non-Resident	4,010[a]	3,900
Male	4,159	4,212
Female	3,594	3,588

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[a] CCHE estimate

PROGRAM EMPHASIS

Degrees Conferred by Institution
By Level of Hegis Field (1976-77)

	AA	B	M	D	Professional
Social Sciences		18	8	19	
Fine & Applied Arts		7	4	4	
Biological Sciences		2			
Health Professions		2	6	3	
Psychology		9	.5	7	
All Other		11	41	4	100
Physical Sciences		1	.5	4	
English and Journalism		5	4	29	
Engineering					
Business & Commerce		37	22		
Education		8	14	30	
TOTAL		100%	100%	100%	100%

UNIVERSITY OF COLORADO - DENVER (UC-D)

HISTORICAL BACKGROUND:

The University of Colorado at Denver (UC-D), one of four campuses of the UC system, is an urban non-residential institution located in downtown Denver.

The evolution of UC-D into an urban university campus spans a sixty-year period. Extension programs sponsored by the University of Colorado at various locations in Denver marked its beginning. During the 1960s demand increased for university level public education in the metropolitan area and the University subsequently organized a center in Denver to house degree programs in the arts and sciences and in certain established professions.

The transition of the center to a separate campus began in 1971-72 when the Board of Regents authorized an independent College of Undergraduate Studies in Denver. The separate accreditation for UC-D provided appropriate academic recognition, and an amendment to the state constitution passed in 1972 provided a firm legal basis for the campus, wherein it stated that the University of Colorado at Denver was declared to be a state institution of higher education.

Legislative declaration of section 23-70-101, enacted in 1974, established the Auraria Higher Education Center and included UC-D as one of the "constituent institutions."

INSTITUTIONAL TYPE:

Current: Comprehensive University and College I (Carnegie)
Comprehensive Master's Granting Institution
(Colorado Descriptor)

CCHE
Planned: Doctoral Granting University II (Carnegie)
Limited Doctoral Granting Institution
(Colorado Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

At the baccalaureate level, the University of Colorado - Denver shall continue to emphasize traditional liberal arts and sciences programs and professional programs in engineering, business, education and music. These programs shall increasingly focus on curricula dedicated to articulation with post-baccalaureate or professional education. Given this focus and the preparation level of its students, there should be a discernable difference in course emphasis at all undergraduate levels when compared to Metropolitan State College. At the undergraduate level, upper division instruction shall continue to be emphasized. UC-D shall not engage in General Educational Development (GED), adult basic education or basic skills remedial instruction.

Within its role as the graduate component of the Auraria Higher Education Center, the University's first priority shall continue to be a broad range of master's programs oriented to urban needs. Selected doctoral programs oriented to urban needs (such as the current D.P.A. program in public administration) are within the scope of UC-D, so long as proposed doctoral programs are unique within the State.

With a special mandate to meet the upper division and graduate needs of its clientele in the service region, academic programs may continue to emerge and expand as such a thrust is required to serve the Denver metropolitan community. Additional undergraduate professional degree programs are not anticipated.

While research related to approved programs of the campus is encouraged, it is not the primary role of UC-D to enter into extensive and independent capital intensive contractual research relationships such as those carried out by the States' major research universities. The major research universities are encouraged, however, to utilize UC-D's expertise in conducting research projects.

Undergraduate offerings shall continue to be restricted to the Auraria Campus. However, consistent with the Outreach program guidelines set forth elsewhere in this plan, UC-D graduate offerings should be extended to the entire four-county Denver area.

SERVICE AREA:

UC-D serves the needs of persons who live or work in the four-county Denver Metropolitan area. For certain unique professional programs (e.g , environmental design and public affairs) the service area is the entire State.

CLIENTELE AND ENTRANCE INDICATORS:

The institution shall serve students of high ability with proven academic records. During the planning period the University shall raise its entrance and admission requirements for entering freshmen and transfer students to a level which is comparable to the University of Colorado-Boulder.

In line with its dedication to the commuter student and working student, the University shall continue to offer year-round and evening programs.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

The University of Colorado - Denver confers degrees at three levels: 67% of the degrees conferred in 1976-77 were baccalaureate, 33% were master's degrees, with the percent of doctorates that year being less than one percent. Among institutions of higher education state-wide, UC-D awards 4.5% of the baccalaureate degrees, and 6.4% of the master's degrees.

A profile of subject field areas in which degrees were awarded in 1976-77 is presented below.

Degrees Conferred by Institution,
by Level by HEGIS Field

	AA	B	M	D	Prof.
Social Sciences		17%	10%		
Fine and Applied Arts		6			
Biological Sciences		8	1	100%	
Health Professions			1		
Psychology		8	3		
All Other		11	32		
Physical Sciences		3			
English & Journalism		5	1		
Engineering		13	4		
Business and Commerce (Management)		21	15		
Education		8	33		
TOTAL		100%	100%	100%	

Unique Undergraduate Degree Programs

Degree Program	Degree
Music and Media	B.S.
Population Dynamics	B.S.

Unique Graduate Degree Programs

Degree Program	Degree
Public Administration	D.P.A.
Urban Affiars	M.A.
Urban Design	M.A.
Urban and Regional Planning - Community Development	M.A.
Environmental Science	M.S.
Architecture	M.A.
Landscape Architecture	M.A.
Master of Humanities	M.A.

Noted Centers and Institutes

Institute for Advanced Urban Studies (IAUS) - The Institute for Advanced Urban Studies was created in 1975 to foster research activities related to public policy and urban and regional problems. Groups of faculty, students and community participants address problems in land use, urban growth, municipal delivery systems, transportation and other areas related to public policy. UCD's existing research centers have been integrated into the structure of IAUS as constitutent parts. These include the Center for New Towns, the Center for Urban Transportation Studies, and the Center for Public and Urban Affairs. In addition, an applied sociological research team is part of IAUS.

INSTITUTIONAL DATA: (University of Colorado-Denver)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE: (Resident Instruction)			
Full-Time-Equivalent (FTE)			
Academic Year	4,567	4,660	5,360
Summer Term	616	625	640
Fiscal Year	5,183	5,285	6,000
Headcount (HDCT) Students			
Fall Term	7,958	8,850	9,840
Summer Term	3,841	3,875	3,970

Institutionally Provided Data*

	Actual 1976-77	Planned 1978-79	Projected 1982-83
Ratios			
Fall HDCT/Acad. Yr. FTE	1.74	1.85	1.84
Fall HDCT/Fiscal Yr. FTE	1.54	1.64	1.64
Lower Division FTE	45%	45%	42%
Upper Division FTE	35	33	35
Grad. I FTE	14	20	20
Grad. II FTE	6	2	3
Lower Division HDCT	31%	31%	29%
Upper Division HDCT	31	30	30
Grad. I HDCT	21	22	23
Grad. II HDCT			
Non-Degree/Special HDCT	17	17	18
Resident	92%	92%	93%
Non-Resident	8	8	7
Minority	12%**	13%	15%
Non-Minority	88	87	85
Male	54%	53%	52%
Female	46	47	48
Part Time (0-6 cr. hrs.)	48%	50%	51%
Full Time (7-- cr. hrs.)	52	50	49
Vocational/Occu. (C.C. only)			
General Education (C.C. only)			
Median Age Range	25-29	25-29	25-29

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

** Data incomplete on 2,736 students regarding civil rights categories.

UNIVERSITY OF NORTHERN COLORADO (UNC)

HISTORICAL BACKGROUND:

When the Union Colony (later to become the City of Greeley) was eighteen years old, a movement was begun to establish a normal school to supply teachers for the State. The law establishing the State Normal School was signed in 1889 and classes started in 1890. In 1911, the Colorado Legislature changed the name to Colorado State Teachers College; in 1935, to Colorado State College of Education; in 1957, to Colorado State College, and in 1970 to University of Northern Colorado. Master's level work was first offered in 1913 and doctoral work in 1929. Section 23-40-100, C.R.S. 1973 provides:

> A state university is established at or near the city of Greeley, in the County of Weld and State of Colorado, the purpose of which shall be instruction in the science and art of teaching, with the aid of a suitable practice department, and such branches of knowledge as shall qualify teachers for their professions;...

The University, paralleling changes in similar institutions across the country, experienced dramatic growth in enrollments and expansion of programs through the 60s and became a multi-purpose institution. Internal reorganization led to the strengthening of the core disciplines of the arts and sciences (1966) both at the baccalaureate and master's level, and the development of professional degree programs.

UNC has played a leading role in the development of continuing education in the State and has pioneered in the development of external degree programs both inside and outside of Colorado.

UNC has evolved from a small frontier normal school to a broad-based University at the undergraduate and master's level, with a national reputation for its education doctoral programs and its leadership in educational innovation.

INSTITUTIONAL TYPE:

Current: Doctoral Granting University I (Carnegie)
Limited Doctoral Granting Institution (Colorado Descriptor)

CCHE
Planned: Doctoral Granting University I (Carnegie)
Limited Doctoral Granting Institution
(Colorado Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

The University of Northern Colorado shall continue to fulfill the undergraduate role of a comprehensive, multi-purpose institution with a broad range of programs in the arts and sciences, performing arts, business, and health related and other service-oriented professions. Emphasis, in terms of the largest single group of students, shall continue to be on the preparation of teachers and other educational personnel for all levels: pre-school through college and university. All of the institution's undergraduate programs shall continue to be heavily rooted in the liberal arts. UNC shall not offer courses [illegible] A.B.E., G.E.D. and basic skills remedial instruction. At the master's level, UNC shall continue its current broad base of graduate programs, placing particular emphasis on the preparation of those engaged in teaching, professional educators, educational administrative personnel and educational specialists. In addition, the advanced graduate offerings relating to the preparation of college teachers and administrators shall continue utilizing the specialist, doctorate of arts, doctorate of education and limited doctorate of philosophy programs in education.

Additional graduate programs in education or in the preparation of teaching professionals in a discipline will be considered, but any other graduate programs will be limited to cooperative ones with other institutions.

Comprehensive research in education and related fields shall continue and increase. UNC is encouraged to take a leadership role in the development of new knowledge and techniques related to education at all levels. Research related to doctoral programs offered is encouraged. Except for educationally related research, it is not a primary role of UNC to enter into extensive and independent capital intensive contractual research relationships such as those carried out by the State's major research universities.

The University, through its Center for Non-Traditional and Outreach Education, shall continue to offer, consistent with CCHE Outreach policies, credit and non-credit life-long learning experiences both through courses and external degree programs designed to meet special needs of citizens.

SERVICE AREA:

The University of Northern Colorado is a state-wide institution. In its specialized education programs, UNC is considered to be a national, international and interstate regional resource. Consequently, UNC is encouraged to serve as a regional and national resource and to share those programs in professional education for which it has a national reputation. All other programs offered outside the State will continue to be phased out.

CLIENTELE AND ENTRANCE INDICATORS:

The University shall continue to serve students of high ability with proven academic records. Entering freshman students shall rank in the upper half of the high school class or possess comparable qualifications.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

The University of Northern Colorado confers degrees at three levels: 51% of the degrees conferred in 1976-77 were baccalaureate degrees, 45% were master's degrees, and 4% were doctoral degrees. (For purposes of HEGIS categorization the E.D.S. is included with master's degrees). Among institutions of higher education state-wide, UNC awarded 13.3% of the baccalaureate degrees, 34.5% of the master's degrees, and 24.9% of the doctoral degrees.

A profile of broad HEGIS subject field areas in which degrees were awarded in 1976-77 is presented below.

	AA	BA/BS	MA/MS	Phd/EdD
Social Sciences		7%	13%	1%
Fine and Applied Arts		5	2	1
Biological Sciences		2	1	2
Health Professions		7		
Psychology		3	15	13
All Other		6	6	21
Physical Sciences		3		
English and Journalism		7	5	
Engineering				
Business and Commerce (Management)		18	10	
Education		42	48	62
TOTAL		100%	100%	100%

Unique Undergraduate Degree Programs

Degree Program	Degree
Junior High Science	BA
Middle School Education	BA
Mathematics Education	BA
Vocational Teacher Education - Health Occupations	BA
Dietetics	BA
Interdisciplinary Studies	BA
Gerontology	BS
Educational Change and Development	BS
Musical Theatre	BA
Special Education	
Accoustically Handicapped	BA
Audiology	BA
Visually Handicapped	BA

Unique Graduate Degree Programs

Degree Program	Degree
Business Teacher Education	M, Ed.S. & Ed.D.
College Student Personnel Work	Ph.D.
Curriculum and Instruction	Ed.D.
Elementary Education: Early Childhood Education	Ed.D.
Elementary Education: Bilingual/Biculture	MA
English Education	Ed.D.
Health Education	MA
Mathematics Education	Ed.D.
Psychology, Guidance and Counseling	Ed.D.
Counseling	Ed.D.
Counseling Psychology	Ed.D.
Counselor Education	Ed.D.
Guidance Administration	Ed.D.
Pupil Personnel	Ed.D.
Science Education	Ed.D.
Rehabilitation Counseling	Ed.D.
Educational Change and Development	Ed.D.
Gerontology	MS
Health and Physical Education	Ed.D.
Industrial Arts	Ed.D.
Doctor of Arts	DA
Biological Sciences	DA
Chemistry	DA
Geography	DA
History	DA
Mathematics	DA
Music	DA
Special Education	MA & Ed.D.
Audiology	MA
Speech Pathology	MA
Teaching Accoustically Handicapped	MA
Teaching Physically Handicapped	MA
Teaching Socially and Emotionally Handicapped	MA
Learning Disabilities	MA
Multi-Handicapped	MA
Special Education	Ed.D.
Special Education Administration	Ed.D.
Special Education University Teaching	Ed.D.

Noted Centers and Institutes

Unique to UNC is its School for Education Change and Development (SECD) with individual student-designed programs at all levels. Also, UNC's external degree programs offered by the Center for Special and Advanced Programs is unique.

Educational Planning Service

Created in 1958 by the Trustees of the College, the University of Northern Colorado Education Planning Service (EPS) provides consulting services to educational agencies, practicum experiences for graduate students in educational administration, and financial assistance for doctoral students. It also gives the educational administration faculty constant contact with educational environments external to the University. EPS has offered contracted consultant services for State Departments of Education, public and private elementary and secondary schools, the Colorado Commission on Higher Education, four-year colleges and universities, and community colleges. These consultant activities include facility planning, administrative organizational staffing studies, development of accountability programs, executive services, curriculum planning and development and staff development programs.

Colorado State Committee of the North Central Association of Colleges and Schools

The Colorado State Committee moved from Boulder, Colorado to the University of Northern Colorado Campus in 1976. The office has two main functions. The first is the accreditation of Colorado major schools, primarily elementary, secondary and occupational schools. The second is to provide guidance and assistance to major schools in improving academic quality through a process of self-study and site visits by a team of Colorado educators functioning in a resource capacity.

Kephart Memorial Child Study Center

The Center was originally the Glenhaven Achievement Center located in Fort Collins, Colorado. In 1973 the center moved to the University of Northern Colorado Campus. The name was then changed to the Kephart Memorial Child Study Center. Under the direction of the School of Special Education and Rehabilitation, the Center provides multi-faceted diagnostic services for children having academic difficulties. As a result of the diagnostic testing, an educational program appropriate to a child's needs and level of functioning is developed. The Center also provides practical experience under the supervision of the staff for graduate students in special education.

Community-wide Program in Geriatric Aural Rehabilitation

In 1970 the University of Colorado's Department of Communication Disorders developed the first community-wide program in geriatric aural rehabilitation in the United States. The program involves hearing assessment and aural rehabilitation for elderly persons in the area. As a result of several federal grants, all health care facilities in the Greeley area possess complete audiology clinics, and aural rehabilitation services such as speech reading and personal and family counseling are provided for those elderly persons identified as hearing impaired. The program also offers inservice training for professional persons working with the elderly.

Teaching Museum

The Teaching Museum was established to provide a hands-on experience for elementary, secondary and college students and the general public with the cultural heritage of the American Indians, other ethnic groups and settlement of the region. The museum provides college students with an opportunity to get experience working with children and with cultural materials.

The Bishop-Lehr Laboratory School

The Laboratory School was established in January, 1892 to provide clinical and training experiences for students preparing for careers in teaching and related professions in education. Approximately 1,200 teacher education students are served each year. This school includes K-12 and special education classes for 550 students annually.

The Bureau of Business and Public Research

The Bureau's primary mission is to provide research and consultant services to business and government organizations. It has been officially designated by the U.S. Department of Commerce as a Census Summary Tape Processing Center and has assumed responsibility for establishing and coordinating the development of a regional planning data depository for the Northern Colorado area.

Bureau of Research Services

Research and consultive services are provided to the University's individual faculty members, doctoral students, public schools and other educational organizations. Services include aid in preparing statistical design, drafting of proposals for research funds and grants, disemmination of research reports and aid in other phases of research and development. University and public school organizations are assisted in planning test programs, large scale research projects, innovative projects and program evaluation.

The Reading Center

Established in the 1930s, the Reading Center has three main purposes. The first is to prepare teachers of reading at the graduate and undergraduate level and specialists in reading. Second, the Center provides services to persons (Kindergarten-Adult) who have reading difficulties or who wish to improve their reading skills. The Center also conducts research in the area of reading and disseminates the results of this research to others. The University of Northern Colorado Reading Center is ranked in the top ten of such centers in the United States.

INSTITUTIONAL DATA: (University of Northern Colorado)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE: (Resident Instruction)			
Full-Time-Equivalent (FTE)			
Academic Year	10,317	10,395	10,425**
Summer Term	1,462	1,375	1,375
Fiscal Year	11,779	11,770	11,800
Headcount (HDCT) Students			
Fall Term	10,965	11,106	11,106
Summer Term	5,751	5,634	5,634

Institutionally Provided Data*

Ratios			
Fall HDCT/Acad. Yr. FTE	1.06	1.06	1.06
Fall HDCT/Fiscal Yr. FTE	.93	.94	.94
Lower Division FTE	52%	52%	46%
Upper Division FTE	35	35	40
Grad. I FTE	9	9	10
Grad. II FTE	4	4	4
Lower Division HDCT	46%	46%	45%
Upper Division HDCT	37	37	38
Grad. I HDCT	13	13	12
Grad. II HDCT	3	3	4
Non-Degree/Special HDCT	1	1	1
Resident	82%	85%	90%
Non-Resident	18	15	10
Minority	7%	9%	10%
Non-Minority	93	91	90
Male	42%	42%	43%
Female	58	58	57
Part Time (0-6 cr. hrs.)	6%	8%	11%
Full Time (7-- cr. hrs.)	94	92	89
Vocational/Occu. (C.C. only)			
General Education (C.C. only)			
Median Age Range	Not Available		

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

** Assumes increasing the academic year enrollment limit from 10,120 to 10,425 FTE in keeping with a planning goal of 12,000 annual FTE.

COLORADO SCHOOL OF MINES (CSM)

HISTORICAL BACKGROUND:

The Colorado School of Mines was founded by the Episcopal Bishop and accepted as a Colorado Territorial school in 1874. Since its inception CSM has been intimately dedicated to the mining industry. Enabling legislation directs that the institution is "responsible for the furnishing of such instruction as is provided for in like technical schools of high grade."

The Colorado Energy Research Institute was established by the Colorado Legislature at the Colorado School of Mines through Senate Bill #50 in June 1974, to serve the State as a coordinating agency for the promotion of both technological and policy-related research and education in all areas related to energy.

INSTITUTIONAL TYPE:

Current: School of Engineering and Technology (Carnegie)
Special Purpose Research University and Doctoral Granting Institution
-- School of Engineering and Technology (Colorado Descriptor)

CCHE
Planned: School of Engineering and Technology (Carnegie)
Special Purpose Research University and Doctoral Granting Institution
School of Engineering and Technology
(Colorado Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

The Colorado School of Mines shall continue to serve its special role as an institution dedicated to the mineral resources industry. CSM shall provide undergraduate programs of instruction in the applied earth sciences, and programs in chemical and petroleum, geological, metallurigical and mining engineering. Instruction in the liberal arts and sciences shall continue to the extent that the activity is necessary in support of the basic role of the institution; no broadening of degree programs into the arts and sciences should be pursued. The institution shall not engage in GED, adult basic education or basic skills remedial instruction.

The Colorado School of Mines shall continue to develop graduate programs in engineering as appropriate to the mineral resources industry. Careful coordination with CSU and UC-B, shall continue in engineering instructional programs.

In its major areas of expertise, it is expected that the school will continue to engage in sponsored research programs.

The Colorado School of Mines should remain basically a full-time resident campus.

SERVICE AREA:

Colorado School of Mines is a national and international resource.

CLIENTELE AND ENTRANCE INDICATORS:

CSM shall continue to enroll students who have demonstrated a capacity to do classroom and laboratory work at the institution. This means entering freshman shall continue to rank in the upper third of the high school class, or possess comparable qualifications. With its orientation, the institution will admit sizeable numbers of non-resident students.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

The Colorado School of Mines confers degrees at three levels: 72% of the degrees conferred in 1976-77 were baccalaureate degrees, 22% were master's degrees, and 6% were doctoral degrees. Among institutions of higher education state-wide, Colorado School of Mines awarded 1.8% of the baccalaureate degrees, 1.6% of the master's degrees, and 3.4% of the doctoral degrees.

A profile of broad HEGIS subject field areas in which degrees were awarded in 1976-77 is presented below:

	AA	BA/BS	MA/MS	PhD/EdD
Social Sciences				
Fine and Applied Arts				
Biological Sciences				
Health Professions				
Psychology				
All Other				
Physical Sciences			36%	50%
English and Journalism				
Engineering		100	43	38
Business and Commerce (Management)			21	12
Education				
TOTAL		100%	100%	100%

Unique Undergraduate Degree Programs

Degree Program	Degree
Chemical and Petroleum-Refining Engineering	B.S.
Geological Engineering	B.S.
Geophysical Engineering	B.S.

Mining Engineering	B.S.
Mineral Engineering Chemistry	B.S.
Mineral Engineering Mathematics	B.S.
Mineral Engineering Physics	B.S.

Unique Graduate Degree Programs

Degree Program (Specialty)	Degree
Mineral Economics	M.S.
	Ph.D.
Chemical and Petroleum-Refining Engineering	M.S.
	Ph.D.
Engineer of Mines	M.S.
Geological Engineer	M.S.
	Ph.D.
Geophysical Engineer	M.S
Geophysical Engineering	M.S.
	Ph.D.
Metallurgical Engineer	M.S.
Metallurgical and/or Mining Engineering	M.S.
	Ph.D.
Petroleum Engineer	M.S.
(Engineering, Production)	M.S.
	Ph.D.
Geophysics	M.S.
	Ph.D.
Geochemistry	M.S.
	Ph.D.
Metallurgy	M.S.
	Ph.D.

Note: The Colorado School of Mines also offers a number of unique interdisciplinary graduate degrees in chemistry, mathematics and physics in combination with studies in any of the School's mineral engineering departments.

INSTITUTIONAL DATA: (Colorado School of Mines)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE: (Resident Instruction)			
Full-Time-Equivalent (FTE)			
Academic Year	2,411	2,709	3,072
Summer Term	212	224	228
Fiscal Year	2,623	2,933	3,300
Headcount (HDCT) Students			
Fall Term	2,373	2,646	3,000
Summer Term	1,110	1,167	1,170

Institutionally Provided Data*

	Actual 1976-77	Planned 1978-79	Projected 1982-83
Ratios			
Fall HDCT/Acad. Yr. FTE	.98	.98	.98
Fall HDCT/Fiscal Yr. FTE	.90	.90	.90
Lower Division FTE	48%	48%	48%
Upper Division FTE	38	38	38
Grad. I FTE	10	10	10
Grad. II FTE	4	4	4
Lower Division HDCT	40%	35%	41%
Upper Division HDCT	38	44	38
Grad. I HDCT	13	12	12
Grad. II HDCT	5	5	5
Non-Degree/Special HDCT	4	4	4
Resident	69%	70%	71%
Non-Resident	31	30	29
Minority	3%	3%	3%
Non-Minority	97	97	97
Male	89%	87%	85%
Female	11	13	15
Part Time (0-6 cr. hrs.)	9%	9%	9%
Full Time (7-- cr. hrs.)	91	91	91
Vocational/Occu. (C.C. only)			
General Education (C.C. only)			
Median Age Range	21-24	21-24	21-24

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

UNIVERSITY OF COLORADO MEDICAL CENTER (UCMC)

HISTORICAL BACKGROUND:

The University of Colorado Medical Center came into existence in 1924 at Ninth Avenue and Colorado Boulevard in Denver with the relocation of the School of Medicine, begun in 1883, and the School of Nursing, begun in 1898, to the site where the 150-bed Colorado General Hospital and the 78-bed Colorado Psychopathic Hospital had just been built. Since then, UCMC has continued to develop as a leading, multi-disciplinary academic health sciences center and is the only such center in the State. UCMC currently consists of schools of Medicine, Nursing and Dentistry, Colorado General and Colorado Psychiatric hospitals, and Central Services and Administration.

INSTITUTIONAL TYPE:

Current:	Professional Schools and Other Specialized Institutions-- Medical Schools and Medical Centers (Carnegie) Special Purpose Research and Doctoral Granting Institutions-- Medical Centers and Schools (Colo. Descriptor)
CCHE Planned:	Professional Schools and Other Specialized Institutions-- Medical Schools and Medical Centers (Carnegie) Special Purpose Research and Doctoral Granting Institutions-- Medical Centers and Schools (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

UCMC shall continue to improve health, especially the health of residents of Colorado and the Rocky Mountain region. UCMC shall educate and train health manpower, deliver health care, conduct research in the health sciences and health care delivery, and participate in external affairs, including its role as a major component in Colorado's health care delivery system.

UCMC shall offer programs for the undergraduate, graduate and post-graduate education and training of professional health manpower, including physicians, dentists, nurses and allied health personnel, and for the continuing education of practicing health professionals in the State and the nation. UCMC's educational and research programs shall reflect a balanced integration of the basic and clinical sciences, individual and community health problems, and curative and preventive health practices. UCMC's educational offerings shall be concentrated in the upper division undergraduate level and beyond, and oriented toward preparing individuals for specific occupations or professions in the health field, while at the same time maintaining the breadth of a high quality comprehensive academic health sciences center. UCMC shall advance human health knowledge through basic and applied research and shall function as the major human health-related research base in the State.

UCMC shall directly provide health care to patients at Colorado General Hospital, Colorado Psychiatric Hospital, Children's Diagnostic Center and the Dental Clinic. Colorado General Hospital has a state mandate to provide health care to Colorado residents who are financially unable to secure such hospital care elsewhere. The health care services shall be comprehensive and include primary care, secondary care and tertiary care. The health care services shall also be a base for UCMC's teaching and research activities. UCMC shall provide health care throughout the State through affiliated programs and consultations with other health providers. UCMC shall continue to lead and participate in secondary and tertiary health care.

The setting for these educational programs requires broad-based general hospitals with adequate patients to assure student training in primary, secondary and tertiary care. These hospitals and their faculty serve as unique centers of expertise and sources of referral for health practitioners throughout the region. UCMC also serves as a unique educational resource to assist health professionals in fulfilling their legal requirements for participation in continuing education activities.

UCMC shall continue to seek information from professionals and the public about the needs for health programs, to provide information about its activities, and to communicate with numerous constituencies.

SERVICE AREA:

Through its programs, UCMC serves as a comprehensive health resource for the State and plays an important role in the larger health and educational systems of the State, the Rocky Mountain region and the nation.

CLIENTELE AND ENTRANCE REQUIREMENTS:

Medical Center students demonstrate a very high level of academic potential, leadership outside the classroom in the community, and a diversity of interests and talents in academic and non-academic areas. With the exception of graduate students, most students at the Medical Center are under the age of thirty. Students represent every socio-economic level and approximately 60% of the students receive some type of financial aid.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

The University of Colorado Medical Center confers degrees at four levels: 39% of the degrees conferred in 1976-77 were baccalaureate, 27% were master's degrees, 32% were first professional degrees, and 2% were doctoral degrees. Among institutions of higher education state-wide, the UCMC awarded in 1976-77 1.2% of the baccalaureate degrees, 2.5% of the master's degrees, 21.1% of the first professional degrees, and 1.4% of the doctoral degrees.

A profile of broad HEGIS subject field areas in which degrees were awarded in 1976-77 is presented below.

	AAA	B	M	D	Prof.
Social Sciences					
Fine and Applied Arts					
Biological Sciences			8%	89%	
Health Professions		100%	92	11	100%
Psychology					
All Other					
Physical Sciences					
English and Journalism					
Engineering					
Business and Commerce (Management)					
Education					
TOTAL		100%	100%	100%	100%

Unique Undergraduate Degree Programs

Degree/Program Specialty	Degree
Child Health Associate	B
Dental Hygiene	B
Medical Science	B
Opthamology	B
Pediatric Associate	B
Physical Therapy	B
Anesthesiology	M
Biometrics	M,D
Biophysics and Genetics	M
Child Health Associate	M
Dental Surgery	D
Health Administration	M
Laboratory Medicine	M
Medicine	M,D
Neurology	M
Neurosurgery	M
Nursing	M
Obstetrics and Gynecology	M
Opthamology	M
Orthopedics	M

Otolaryngology	M
Pediatric Laboratory Medicine (Approved but not offered)	M
Pediatrics	M
Pharmacology	M,D
Physical Medicine	M
Physical Therapy	M
Preventive Medicine	M
Psychiatry	M
Radiology	M
Surgery	M

Noted Centers and Institutes

-Belle Bonfils Memorial Blood Center
-Eleanor Roosevelt Institute
-John F. Kennedy Child Development Center
-Webb Waring Lung Institute
-Health Services Research Centers: Developing
-Eye Institute: Developing
-Child Diabetes Institute: Developing

INSTITUTIONAL DATA: (University of Colorado-Medical Center)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE: (Resident Instruction)			
Full-Time-Equivalent (FTE)			
Academic Year			
Summer Term			
Fiscal Year	1,287	1,424	1,500
Headcount (HDCT) Students			
Fall Term	1,430	1,604	1,620
Summer Term	605	678	700

Institutionally Provided Data*

Ratios			
Fall HDCT/Acad. Yr. FTE	1.11	1.12	1.08
Fall HDCT/Fiscal Yr. FTE			
Lower Division FTE			
Upper Division FTE	33%	35%	38%
Grad. I FTE	13	14	16
Grad. II FTE (D.D.S.)	7	7	5
Professional FTE (M.D.)	47	44	41
Lower Division HDCT			
Upper Division HDCT	33%	34%	36%
Professional	42	41	39
Grad. (Includes Nursing)	24	24	24
Non-Degree/Special HDCT	1	1	1
Resident	83%	84%	85%
Non-Resident	17	16	15
Minority	13%	14%	15%
Non-Minority	87	86	85
Male	44%	44%	44%
Female	56	56	56
Part Time (0-6 cr. hrs.)	6%	6%	6%
Full Time (7-- cr. hrs.)	94	94	94
Average Age-Freshmen M.D,	23	23	24

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data not to concur in the projections.

Master's Granting Institutions

This section includes role statements for that sector of institutions which will offer baccalaureate and master's degree programs during the planning period. Role statements for the following institutions are provided:

Comprehensive Master's Granting Institutions (Colorado Descriptor)

Adams State College
University of Colorado - Colorado Springs
Western state College

Limited Master's Granting Institutions (Colorado Descriptor)

University of Southern Colorado

Special Purpose Master's Granting Institutions (Colorado Descriptor)

No institutions in this category during the planning period.

The master's granting institutions are generally comprehensive baccalaureate level institutions with master's degree programs in those departments in which the institutions have unique strengths or serve unique clientele.

The colleges and universities in this category are "teaching institutions." Faculty members are primarily dedicated to teaching rather than the teaching and research responsibilities of faculty in the doctoral granting institutions. Furthermore, faculty are "rewarded" for their teaching performance; there is little pressure on them to publish.

The campuses in this sector are expected to provide "spot deficiency" remedial instruction. However, General Education Development (GED) preparation and adult basic education are not included in their roles unless community colleges or area vocational schools do not exist in the area.

The master's granting institutions engage in only limited contract (sponsored) research. The primary research efforts of the State should be focused in the research universities.

Students who matriculate at the freshmen level in these institutions possess the high school diploma or equivalent (GED). Enrollments at the master's granting institutions are not "capped;" thus, these campuses take all students who meet the entrance requirements. The two-year institutions provide many transfers to these campuses. Master's institutions are encouraged to engage in special student programming such as educational opportunity for the disadvantaged; however, in general these institutions shall not engage in other than "spot deficiency" remedial instruction.

The master's granting institutions tend to have state regional service areas. Most have developed substantial programs of extension credit courses off-campus. With federal assistance for continuing education and community service (Title I, Higher Education Act of 1965), these colleges have worked with community groups in the identification and solution of community problems. Through coordination with CCHE and particularly within the region in which they are located, the institutions will be encouraged and aided in the development of off-campus education services.

Finally, because they are smaller campuses, students tend to be better known to faculty and tend to receive more personal attention than will be afforded the undergraduate student at doctoral granting institutions. Many students select these institutions for that reason.

ADAMS STATE COLLEGE (ASC)

HISTORICAL BACKGROUND:

Adams State College originated as a county normal school. In 1921, the Colorado General Assembly changed its status to a state college, and additionally provided that:

> . . . the purpose of which shall be instruction in the science and art of teaching and in such branches of knowledge as shall qualify teachers for their profession. . .

No single community college exists in the geographic area served by ASC, and it has developed community college courses in cooperation with the area vocational school at Monte Vista.

Adams State College is included in the institutions covered by sub-section (1) of 23-50-101, C.R.S. 1973, which was amended by legislation, enacted in 1977 to provide service for resource sharing through power given to the Trustees of the State Colleges and University Consortium.

INSTITUTIONAL TYPE:

Current:	Comprehensive University and College I (Carnegie) Comprehensive Master's Granting Institution (with selected two-year programs) (Colorado Descriptor)
CCHE Planned:	Comprehensive University and College I (Carnegie) Comprehensive Master's Granting Institution (with selected two-year programs) (Colorado Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

Adams State College shall continue to perform the role of a multi-purpose institution based upon the liberal arts and sciences, with programs in teacher education, business, intercultural education, paramedical education and other fields. These curricula merge with interdivisional studies in such fields as Mexican-American affairs, selected studies, and certain Associate of Arts degrees in academic divisions of the College. In this latter instance, it is recognized that less than four-year degrees are more appropriately the responsibility of the community colleges. However, as no community college currently exists in the immediate geographical area, it is appropriate for Adams State College, in cooperation with the State Board for Community Colleges and Occupational Education (SBCCOE) and the area vocational school, to respond to this acknowledged community need, including a full range of remedial programs.

During the planning period the institution should explore potential new areas of emphasis which will enhance its service to the San Luis Valley and provide the institution with a measure of uniqueness among institutions of its type. Increasing dedication to all areas of rural community development and bilingual programs is important. The institution should also explore with CCHE the potential need for programs in agri-business and agricultural economics.

ASC shall continue to offer selected graduate programs at the master's level in teacher education and the liberal arts and sciences. Furthermore, the institutions teacher re-certification program shall continue to be a priority.

SERVICE AREA:

Adams State College draws students from throughout the State and is a particular resource to the San Luis Valley and south central Colorado.

CLIENTELE AND ENTRANCE INDICATORS:

Adams State College shall admit applicants who possess a high school diploma or the equivalent to either the community college or baccalaureate component, depending on the individual ability of the student. Special emphasis shall be made to meet the needs of minority students and others within the geographic area of Alamosa, the San Luis Valley and south central Colorado.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

Adams State College offers degrees at three levels: in 1976-77 0.5% of the degrees conferred were associate, 66% were bachelor's, and 33.5% were master's. Among the institutions of higher education state-wide, Adams State College awarded 2.4% of the baccalaureate degrees and 3.6% of the master's degrees.

A profile of broad HEGIS subject field areas in which degrees were awarded in 1976-77 is presented below:

	AA	BA/BS	MA/MS	PhD/EdD
Social Sciences		16%	1%	
Fine and Applied Arts		3	2	
Biological Sciences		6		
Health Professions				
Psychology		6	22	
All Other		10		
Physical Sciences		4		
English and Journalism		5	3	
Engineering		2		
Business and Commerce (Management)	100%	12		
Education		36	71	
TOTAL	100%	100%	100%	

Unique Undergraduate Programs

Degree Program	Degree
Science	B.S.
Driver, Traffic and Safety Education	B.A.

Unique Graduate Degree Programs

Degree Program	Degree
Bilingual Education	M.A.

INSTITUTIONAL DATA: (Adams State College)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE: (Resident Instruction)			
Full-Time-Equivalent (FTE)			
Academic Year	2,269	2,146	2,200
Summer Term	291	304	300
Fiscal Year	2,560	2,450	2,500
Headcount (HDCT) Students			
Fall Term	2,542	2,385	2,456
Summer Term	1,337	1,320	1,359

Institutionally Provided Data*

Ratios			
Fall HDCT/Acad. Yr. FTE	1.12	1.11	1.11
Fall HDCT/Fiscal Yr. FTE	.99	1.03	1.03
Lower Division FTE	56%	54%	57%
Upper Division FTE	35	36	33
Grad. I FTE	9	10	10
Grad. II FTE			
Lower Division HDCT	47%	45%	47%
Upper Division HDCT	31	31	30
Grad. I HDCT	4	5	5
Grad. II HDCT			
Non-Degree/Special HDCT	18	18	18
Resident	89%	89%	87%
Non-Resident	11	11	13
Minority	29%	29%	32%
Non-Minority	71	71	68
Male	48%	48%	40%
Female	52	52	60
Part Time (0-6 cr. hrs.)	20%	20%	25%
Full Time (7-- cr. hrs.)	80	80	75
Vocational/Occu. (C.C. only)			
General Education (C.C. only)			
Median Age Range	21-24	21-24	21-30

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

UNIVERSITY OF COLORADO - COLORADO SPRINGS (UC-CS)

HISTORICAL BACKGROUND:

The Extension Division of the University of Colorado began offering courses in Colorado Springs in 1925, and in 1962 the Board of Regents approved the granting of resident degrees in Colorado Springs. In 1965, the institution moved to permanent facilities in the northeast part of the city. Enabling legislation, in the form of an amendment to the State Constitution in 1972, declared the University of Colorado at Colorado Springs "to be a state institution of higher education." UC-CS is one campus of the University of Colorado system.

INSTITUTIONAL TYPE:

Current:	Comprehensive University and College I (Carnegie) Comprehensive Master's Granting Institution (Colo. Descriptor)
CCHE Planned:	Comprehensive University and College I (Carnegie) Comprehensive Master's Granting Institution (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

At the baccalaureate level, the University of Colorado - Colorado Springs shall continue to emphasize a broad range of liberal arts and sciences and its approved professional programs in education, engineering and business. Existing master's level programs shall be continued. Additional master's level programs may develop as the need for such programs in the service area is demonstrated. Doctoral programs will not be approved during the planning period. The institution shall not engage in GED, adult basic education or basic skills remedial instruction.

While research related to approved programs of the campus is encouraged, it is not a primary role of UC-CS to enter into extensive and independent capital intensive contractual research relationships such as those carried out by the State's major research universities.

SERVICE AREA:

The UC-CS service area is the Pikes Peak Region (El Paso, Teller, Park and Douglas counties), including the large populations of the military, business and government. Certain unique programs have a state-wide service region.

CLIENTELE AND ENTRANCE INDICATORS:

The institution shall continue to serve students of high ability and proven academic records. During the planning period, UC-CS shall increase admissions standards for entering freshmen and transfer students to a level comparable to those currently in existence at the University of Colorado - Boulder.

In line with its dedication to the commuter student, the University shall continue to offer year-round and evening programs.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

The University of Colorado-Colorado Springs offers degrees at two levels: 73% of the degrees conferred in 1976-77 were baccalaureate and 27% were master's. Among institutions of higher education state-wide, the University of Colorado-Colorado Springs awarded 2.1% of the baccalaureate degrees and 2.2% of the master's degrees.

A profile of broad HEGIS subject field areas in which degrees were awarded in 1976-77 is presented below:

	AA	BA/BS	MA/MS	PhD/EdD
Social Sciences		26%	6%	
Fine and Applied Arts		4		
Biological Sciences		8		
Health Professions				
Psychology		12		
All Other		10	27	
Physical Sciences		1		
English and Journalism		5		
Engineering		3		
Business and Commerce (Management)		20	31	
Education		11	36	
TOTAL		100%	100%	

Unique Undergraduate Degree Programs

Degree Program	Degree
Resources Systems Engineering	B.S.

INSTITUTIONAL DATA: (University of Colorado-Colorado Springs)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE: (Resident Instruction)			
Full-Time-Equivalent (FTE)			
Academic Year	2,360	2,665	3,120
Summer Term	282	335	380
Fiscal Year	2,642	3,000	3,500
Headcount (HDCT) Students			
Fall Term	3,668	4,450	5,280
Summer Term	1,714	2,030	1,900

Institutionally Provided Data*

	Actual 1976-77	Planned 1978-79	Projected 1982-83
Ratios			
Fall HDCT/Acad. Yr. FTE	1.55	1.67	1.68
Fall HDCT/Fiscal Yr. FTE	1.39	1.48	1.50
Lower Division FTE	54%	53%	52%
Upper Division FTE	33	32	32
Grad. I FTE	13	15	16
Grad. II FTE			
Lower Division HDCT	39%	38%	37%
Upper Division HDCT	22	23	24
Grad. I HDCT	10	12	13
Grad. II HDCT			
Non-Degree/Special HDCT	28	27	26
Resident	87%	86%	85%
Non-Resident	13	14	15
Minority	9%	9%	11%
Non-Minority	91	91	89
Male	53%	51%	50%
Female	47	49	50
Part Time (0-6 cr. hrs.)	40%	40%	40%
Full Time (7-- cr. hrs.)	60	60	60
Vocational/Occu. (C.C. only)			
General Education (C.C. only)			
Median Age Range	25-29	25-29	25-29

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

WESTERN STATE COLLEGE OF COLORADO (WSC)

HISTORICAL BACKGROUND:

Originally authorized in 1901, Western State College (the first college in western Colorado) opened its doors in 1911 under the name Colorado State Normal School. In 1923, the Colorado General Assembly approved the name Western State College of Colorado and decreed it a liberal arts college with a professional school of education. By that time, Western State College had been authorized to offer programs leading to both baccalaureate and master's degrees. Current statute (Section 23-56-101, C.R.S. 1973) states that the purpose of Western State college is ". . . instruction in the science and art of teaching and in such branches of knowledge as shall qualify teachers for their profession."

INSTITUTIONAL TYPE:

Current: Comprehensive University and College I (Carnegie)
Comprehensive Master's Granting Institution (Colo. Descriptor)

CCHE
Planned: Comprehensive University and College I (Carnegie)
Comprehensive Master's Granting Institution (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

Western State College shall continue at the baccalaureate level its strong dedication to the values of education in the arts and sciences, with that curriculum reinforcing its professional programs such as business administration, industrial arts and teacher education.

Master's level offerings in teacher education, business administration and selected areas of the liberal arts and sciences shall receive continuing emphasis.

With its rather broad graduate capability, WSC shall continue to be a major contributing resource of the State Colleges and University Consortium. Graduate program needs and development shall be constantly evaluated; additional graduate program capability at WSC may become necessary during the planning period.

The role of Western State College in extension and community education endeavors shall be reinforced. That is, WSC shall continue to make facilities, programs, faculty resources and cultural activities available to the citizens of the geographical area, and in cooperation with other institutions in the State, insure that a higher educational opportunity exists for every citizen of Colorado, no matter how remote his community. Western State College shall not engage in GED, adult basic education or basic skills remedial instruction.

SERVICE AREA:

Western State College draws students from throughout the State and is a particularly important resource to west central Colorado.

CLIENTELE AND ENTRANCE INDICATORS:

Western State College shall admit applicants who possess a high school diploma or the equivalent.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

Western State College offers degrees at two levels: 83% of the degrees conferred in 1976-77 were baccalaureate and 17% were master's. Among institutions of higher education state-wide, Western State College awarded 3.3% of the baccalaureate degrees and 2.0% of the master's degrees.

A profile of broad HEGIS subject field areas in which degrees were awarded in 1976-77 is presented below:

	AA	BA/BS	MA/MS	PhD/EdD
Social Sciences		11%	8%	
Fine and Applied Arts		5	3	
Biological Sciences		9		
Health Professions				
Psychology		4		
All Other		5	5	
Physical Sciences		6		
English and Journalism		6	3	
Engineering				
Business and Commerce (Management)		29	7	
Education		25	74	
TOTAL		100%	100%	

INSTITUTIONAL DATA: (Western State College)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE: (Resident Instruction)			
Full-Time-Equivalent (FTE)			
Academic Year	3,135	2,950	2,905
Summer Term	292	250	295
Fiscal Year	3,427	3,200	3,200
Headcount (HDCT) Students			
Fall Term	3,315	3,200	3,250
Summer Term	1,271	1,235	1,300
Institutionally Provided Data*			
Ratios			
Fall HDCT/Acad. Yr. FTE	1.06	1.08	1.07
Fall HDCT/Fiscal Yr. FTE	.97	1.00	.98
Lower Division FTE	63%	63%	60%
Upper Division FTE	28	29	30
Grad. I FTE	9	8	10
Grad. II FTE			
Lower Division HDCT	59%	60%	55%
Upper Division HDCT	34	34	37
Grad. I HDCT	7	6	6
Grad. II HDCT			
Non-Degree/Special HDCT			2
Resident	81%	82%	79%
Non-Resident	19	18	21
Minority	3%	4%	4%
Non-Minority	97	96	96
Male	58%	56%	56%
Female	42	44	44
Part Time (0-6 cr. hrs.)	3%	4%	5%
Full Time (7-- cr. hrs.)	97	96	95
Vocational/Occu. (C.C. only)			
General Education (C.C. only)			
Median Age Range	18-20	18-20	19-21

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

UNIVERSITY OF SOUTHERN COLORADO (USC)

HISTORICAL BACKGROUND:

The University of Scuthern Colorado originated as San Isabel Junior College of Pueblo in 1933, became Southern Colorado Junior College in 1934, and Pueblo Junior College in 1934. It moved to the Orman-Avenue Campus that year, and the Belmont Campus was purchased in 1962. In 1961 Section 23-55-101, C.R.S. 1973, changed the name to Southern Colorado State College and established it as a state educational institution.

A 1975 amendment, incorporated as Section 23-55-101, changed the name of the institution to the University of Southern Colorado, and amended the objectives of the institution to read:

> (a) To provide and offer such courses of instruction in the fields of liberal arts and sciences and industrial technology as may be determined by said trustees of the state colleges in Colorado;
>
> (b) To provide and offer programs in a technical community college. For the purposes of this paragraph (b), 'technical community college' means an institution offering approved postsecondary programs for credit, awarding the appropriate associate degree in the vocational, technical, or occupational area, and performing the functions of an area vocational school in conformity with standards established by the state board for community colleges and occupational education. Tuition equalization shall be established in accordance with the provisions of the state system of community and technical colleges.
>
> (c) The university may provide and offer instruction in adult education on a terminal basis and confer all degrees and certificates appropriate to the courses of study offered in said university.

The University of Southern Colorado is included in the institutions covered by subsection (1) of 23-50-101, C.R.S. 1973, which was amended by legislation enacted in 1977 to provide for resource sharing through power given to the Trustees of the State Colleges and University Consortium.

The institution is a designated area vocational school.

INSTITUTIONAL TYPE:

Current: Comprehensive University and College I (Carnegie)
Limited Master's Granting Institution and Comprehensive Two-Year Institution (Colo. Descriptor)

CCHE
Planned: Comprehensive University and College I (Carnegie)
Limited Master's Granting Institution
(Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

The University of Southern Colorado shall continue offering its broad-based baccalaureate curriculum, with increasing dedication during the planning period to occupationally-oriented, four-year programs in pre-professional/health related areas, applied sciences, engineering technologies and business. This continuing orientation shall build upon the institution's current strengths and further the development and transformation of USC into a polytechnic university.

During the Planning period USC shall phase out all two-year technical programs which relate to the "Smith-Hughes" vocational act. These programs shall be transferred to a new institution in Pueblo identified in this plan as the "Technical Community College of Pueblo."*

Additional selected master's programs are appropriate for the University during the planning period. Such programs will be considered as the separation of the undergraduate programmatic and physical operations are completed and as undergraduate curricular strengths continue to develop.

SERVICE AREA:

Particularly in its technological programs, USC is and will increasingly be a state-wide resource. Institutional programs in liberal arts and sciences and business will be particularly responsive to the needs of Pueblo and southeastern Colorado.

CLIENTELE AND ENTRANCE INDICATORS:

The University of Southern Colorado shall admit applicants who possess a high school diploma or the equivalent.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

The University of Southern Colorado confers degrees at four levels: 26% of the degrees conferred in 1976-77 were associate degrees, 63% were baccalaureate degrees, 2% of the degrees were master's, and 9% were certificates of achievement. Among institutions of higher education state-wide, USC awarded in 1976-77, 6.8% of the certificates, 5.6% of the associate, 3.9% of the baccalaureate, and .4% of the master's degrees.

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* See Role Statement for proposed Technical Community College of Pueblo.

A profile of broad HEGIS subject field areas in which degrees were awarded in 1976-77 is presented below:

	AA	BA/BS	MA/MS	PhD/EdD
Social Sciences		10%		
Fine and Applied Arts		2		
Biological Sciences		6		
Health Professions		2		
Psychology		18		
All Other		9		
Physical Sciences		4		
English and Journalism		3		
Engineering Technology		10		
Business and Commerce (Management)		21		
Education		15	100%	
TOTAL		100%	100%	

Unique Undergraduate Degree Programs

Degree Program	Degree
Automotive Parts and Service Management	B.S.

INSTITUTIONAL DATA: (University of Southern Colorado)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE:			
Full-Time-Equivalent (FTE)			
Academic Year	5,113	4,420	4,730
Summer Term	420	240	270
Fiscal Year	5,533	4,660	5,000
Headcount (HDCT) Students			
Fall Term	5,494	4,700	5,050
Summer Term	1,800	1,060	1,300

Institutionally Provided Data*

Ratios			
Fall HDCT/Acad. Yr. FTE	1.07	1.07	1.07
Fall HDCT/Fiscal Yr. FTE	.99	1.01	1.01
Lower Division FTE	76.8%	77%	75%
Upper Division FTE	21.9	21	23
Grad. I FTE	1.3	2	2
Grad. II FTE			
Lower Division HDCT	54%	55%	57%
Upper Division HDCT	26	25	26
Grad. I HDCT		1	2
Grad. II HDCT			
Non-Degree/Special HDCT	20	19	15
Resident	94%	95%	93%
Non-Resident	6	5	7
Minority	27%	27%	27%
Non-Minority	73	73	73
Male	59	58	58
Female	41	42	42
Part Time (0-6 cr. hrs.)	12%	12%	10%
Full Time (7-- cr. hrs.)	88	88	90
Vocational/Occu. (C.C. only)			
General Education (C.C. only)			
Median Age Range	21-24	21-24	21-24

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

Baccalaureate Granting Institutions

This section includes statements for that sector of institutions which will be dedicated to baccalaureate level education during the planning period. Role statements for the following institutions are provided:

Comprehensive Baccalaureate Granting Institutions (Colo. Descriptor)

Colorado College
Colorado Women's College
Fort Lewis College
Loretto Heights College
Mesa College
Metropolitan State College
Regis College
United States Air Force Academy

The baccalaureate granting institutions have many similarities to the master's level institutions. They, too, are "teaching institutions" and their faculties are dedicated to and rewarded for teaching performance rather than publication. Entering freshmen possess a high school diploma or the equivalent. The two-year institutions provide many transfers to these campuses.

Some of these campuses have also developed substantial programs of credit courses off-campus. Although offering of two-year degrees and other similar programs are to be considered the role of the two-year institutions, certain of the comprehensive colleges serve areas in which there is no community or junior college, and thus are currently meeting special needs in the area through selected programs that might otherwise be found in two-year institutions. In these instances, special care is necessary to avoid course and program proliferation, and any proposals for associate degree programs or less in the comprehensive colleges are to be reviewed by the State Board for Community Colleges and Occupational Education (SBCCOE) prior to submission to the Colorado Commission on Higher Education (CCHE) for approval. Understanding that there are certain statutory responsibilities, a move in the general direction of transferring two-year degree programs from the comprehensive colleges to the comprehensive community and junior colleges is recommended (except for Mesa College).

The role of total dedication to undergraduate instruction is a unique quality among institutions of postsecondary education and should be preserved. Many students select these institutions because that singular dedication provides an orientation compatible with their needs.

COLORADO WOMEN'S COLLEGE (CWC) (Private)

HISTORICAL BACKGROUND:

Colorado Women's College was chartered in 1888 as a private Baptist school offering a four-year collegiate program as well as four years of preparatory study. Its first building was occupied in 1909 and the first bachelor's degrees were awarded in 1913. In June 1920, the College became a junior college although the four-year program in music was continued through 1933 and the Preparatory School operated until 1936. From the 1920s to the 1950s, the College specialized in business and commercial training; however, unlike other business schools, an active liberal arts division was maintained.

Responding to changing needs, Colorado Women's College again became a four-year liberal arts college in 1960. The first Bachelor of Arts degrees in the modern era of the College were conferred in 1963. Associate degree programs continued through 1966, and a modest Bachelor of Science program in medical technology operated until 1974. It was in the early 1960s that CWC established its overseas centers in Vienna, Madrid and Geneva. In 1972 the re-engagement program, a flexible academic program designed to assist women over twenty-five years of age who whish to begin or resume formal studies, was established. In 1973 the College inaugurated an additional degree program, the Bachelor of Science in allied health, which complemented the re-engagement program in purpose. The studio art program was also extended in 1975 by the establishment of the Bachelor of Fine Arts degree. Thus, the College now awards three degrees: The Bachelor of Arts, The Bachelor of Science in Allied Health and the Bachelor of Fine Arts.

After a period during which the name of the institution was temporarily changed to Temple Buell College in anticipation of benefactions which never fully materialized, financial problems reached a crisis point during the winter of 1976-77. However, as a result of determination, hard work and the loyal support of students, alumnae and members of the community, Colorado Women's College is now in sounder financial condition with respect to operating funds than has been the case for a number of years. The entire CWC community is optimistic about the future. The College continues to change with the times, shifting emphasis within the academic program to maintain relevance and always striving to educate women to their fullest potential.

INSTITUTIONAL TYPE:

Current: Liberal Arts II (Carnegie)
Comprehensive Baccalaureate Granting Institution
(Colo. Descriptor)

CCHE
Planned: Liberal Arts II (Carnegie)
Comprehensive Baccalaureate Granting Institution
(Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

The College will continue to grant degrees at the baccalaureate level and to offer a limited number of graduate level courses. The total academic program will continue to be oriented toward the education of women for expanded social, intellectual and career opportunities, based on a liberal arts tradition which nurtures and supports career preparation in a supportive environment. Through the re-engagement program, Colorado Women's College will continue to reach out to satisfy the special needs of women older than the traditional student. Similarly, the College will use all available financial resources to enable qualified students of all social backgrounds to benefit from attendance at Colorado Women's College. Through such related activities as the Rocky Mountain Women's Institute, the Bridge School for students from overseas, the Innsmont School for children with learning disablities, the MacKintoch Academy for gifted children and the Virginia Neal Blue Resource Center, the College will continue to offer its facilities to serve the needs of the community.

SERVICE AREA:

Colorado Women's College serves Colorado and the Rocky Mountain region primarily. However, among the current enrollment there are students from forty states and a number of foreign countries; the College actively seeks students from the entire nation.

CLIENTELE AND ENTRANCE INDICATORS:

Colorado Women's College seeks students of different ages with different interests, abilities, goals and social and economic backgrounds who, together, bring a vigorous breadth and variety to the College. There are currently in attendance commuter as well as residential students, and part-time as well as full-time students.

While a minimum of fifteen academic units of high school preparation is required, no distribution of those units is specified, and the General Educational Development Test will satisfy the requirement. Either the Scholastic Aptitude Test or the American College Tests must be taken. However, the College does not make admissions decisions solely on the basis of test scores, grade point averages or class rank, and there are no arbitrary cut-off points associated with these factors. Instead, the Admissions Committee considers them only as a part of their assessment, which also includes the applicant's talents, experiences, beliefs and aims, as well as the recommendations of two school officials.

INSTITUTIONAL DATA: (Colorado Women's College)

ENROLLMENT PROFILE	Actual 1977-78	Planned 1982-83	Planned 1987-88
Headcount Students			
Fall Term	416	800	800
Resident	288	600	600
Non-Resident	128	200	200
Male	0	0	0
Female	416	800	800

PROGRAM EMPHASIS

Degrees Conferred by Institution
By Level of Hegis Field (1976-77)

	AA	B	M	D	Professional
Social Sciences		11%			
Fine & Applied Arts		15			
Biological Sciences		6			
Health Professions		11			
Psychology		8			
All Other		27			
Physical Sciences					
English & Journalism		8			
Engineering					
Business & Commerce		10			
Education		4			
TOTAL		100%			

LORETTO HEIGHTS COLLEGE (Private)

HISTORICAL BACKGROUND:

Loretto Heights College was established as a liberal arts college for women in 1918. From 1918 to 1968, the College was owned and operated by the Sisters of Loretto. In 1968, Loretto Heights became an independent corporation. A lay Board of Trustees was formed as the governing body of the College and new bylaws were adopted. The College officially became co-educational in 1970.

While emphasizing the liberal arts tradition, Loretto Heights also demonstrated its key concern for career orientation almost from its beginning. The teacher education program was initiated in 1921. The nursing program was added to the curriculum in 1948. In the early '60s the College established a Research Center on Women and pioneered women's studies before it became a large national concern.

The innovative University Without Walls (UWW) program was introduced in 1971 to serve populations which are not usually served by existing programs or institutions.

Also during this time, the College, through the UWW Program, pioneered a co-operative project with the state corrections institutions to help youth who are having problems at the elementary and secondary level, and established a special program to assist the Navajo Indian mental health workers in obtaining college degrees. The continuing interest of the Department of Sociology in the area of crime and delinquency and the experience gained through the Teacher Corps projects helped the College establish a new corrections major.

The '70s witnessed the growth and development of a new dance program, a choral arts program, and an interdisciplinary musical-theatre program. The addition of the Beaumont Art Gallery in 1977 created new excitement for the future growth of the art program.

The College has introduced a special education program as part of teacher education.

An environmental science curriculum, a pre-med curriculum in the natural sciences and a pilot rural nursing project in the nursing program were introduced to address the growing concerns about environment and health needs. Through the support of a federal grant for the past five years, the College has conducted several workshops, seminars and lectures, and produced various written and audio visual materials on the subject of aging.

INSTITUTIONAL TYPE:

Current: Liberal Arts II (Carnegie)
Comprehensive Baccalaureate Granting Institution
(Colo. Descriptor)

CCHE
Planned: Liberal Arts II (Carnegie)
Comprehensive Baccalaureate Granting Institution
(Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

Emphasis on baccalaureate degree programs; liberal arts and selected professional program orientation; minor research role; continued development of continuing education/outreach programs; member of the Union for Experimenting Colleges and Universities.

SERVICE AREA:

The service area for Loretto Heights college is of regional, national and international scope. The following profile of the Loretto Heights College current student body indicates the broad geographical range of its clientele.

Colorado Residents	572
Non-Colorado, U.S. residents	267
Non-U.S. residents (foreign students)	25
Total	864

CLIENTELE AND ENTRANCE INDICATORS:

Graduation from an accredited high school with successful completion of course work from the areas of English, mathematics, science and social studies is required. Certain majors have specific requirements that students must meet prior to enrolling in the College.

Freshman students may be admitted to Loretto Heights College by qualifying in two out of the following three areas:

1. ACT cumulative score of 18 or above
   SAT cumulative score of 800 or above
2. High School GPA of 2.0 or above
3. Upper half of high school graduating class

Transfer students may be admitted to Loretto Heights College if they have a 2.0 cumulative GPA from another accredited institution of higher education.

INSTITUTIONAL DATA: (Loretto Heights)

ENROLLMENT PROFILE	Actual 1977-78	Planned 1982-83	Planned 1987-88
Headcount Students			
Fall Term	864	950	
Resident	572	665	
Non-Resident	292	285	
Male	156	238	
Female	708	712	

PROGRAM EMPHASIS

Degrees Conferred by Institution
By Level of Hegis Field (1976-77)

	AA	B	M	D	Professional
Social Sciences		5%			
Fine & Applied Arts		13			
Biological Sciences					
Health Professions		46			
Psychology		1			
All Other		26			
Physical Sciences					
English & Journalism		1			
Engineering					
Business & Commerce					
Education		8			
TOTAL		100%			

MESA COLLEGE

HISTORICAL BACKGROUND:

Mesa College was organized as Grand Junction State Junior College by legislation enacted in 1925. Legislation adopted in 1937 allowed formation of the Mesa County Junior College District and changed the name to Mesa College. Section 23-53-101, C.R.S. 1973, enacted in 1972, authorized Mesa College to become a state institution operating under the Trustees of the State Colleges and University Consortium with the following objectives:

> The objectives of Mesa College shall be to provide and offer courses of instruction in the field of liberal arts and sciences; to provide and offer instruction in vocational-technical training, technologies, and adult education; to confer baccalaureate and associate degrees and certificates appropriate to the courses of study offered in the college; and to explore nontraditional career-oriented approaches to providing learning experiences.

Mesa College is included in the institutions covered by subsection (1) of 23-50-101, C.R.S. 1973, which was amended by legislation enacted in 1977, to provide for resource sharing through power given to Trustees of the State Colleges and University Consortium.

Mesa has been designated as an area vocational school to serve secondary, postsecondary and adult students seeking career preparation training.

The College has been in a transition period dedicated to fulfilling the directives of the General Assembly.

INSTITUTIONAL TYPE:

Current: Comprehensive University and College I (Carnegie)
Comprehensive Baccalaureate Granting Institution/Comprehensive Two-Year Institution (Colo. Descriptor)

CCHE
Planned: Comprehensive University and College I (Carnegie)
Comprehensive Baccalaureate Granting Institution/Comprehensive Two-Year Institution (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

Mesa College, having recently been directed by the General Assembly to offer four-year programs, remains in a transitional, developmental stage.

At the two-year level, the institution shall continue to provide a broad spectrum of certificate and two-year programs, including those for vocational education, adult continuing education and community service. The institution has a role in all types of remedial instruction. In the two-year sector, Mesa College shall maintain an intimate knowledge of its service area and meet those needs. The Mesa College "campus" is its entire service area. The institution will utilize community resources, including community buildings for classrooms and qualified residents as instructors and resource personnel.

At the baccalaureate level, Mesa College shall continue to dedicate its available resources to the priority of developing quality instruction in the basic liberal arts and sciences; this capacity is vital to the core program of any four-year institution. Programs related to human and health support services shall continue; additional degree programs may be justified. During the five-year period the institution shall be sensitive to potential role adjustments which may be necessitated by energy-related industrial developments on the Western Slope.

Mesa College has, since its entrance into the state system, been charged with "innovative programming capability." This was interpreted to be a "credit-shortened" baccalaureate program. This capacity has not developed at Mesa College. So that the institution can develop its capacity and reputation as a baccalaureate institution, the three-year program experiment shall be phased out during the planning period.

SERVICE AREA:

For the two-year programs and outreach programs at the lower division level, Mesa College will serve Mesa, Delta and Montrose counties. For the four-year program, and outreach programs at the upper division level, Mesa will serve the fourteen Northwestern counties.

CLIENTELE AND ENTRANCE INDICATORS:

Mesa College shall be an open-door institution for appropriate programs. Students admitted to degree programs shall possess a high school diploma or equivalent.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

Mesa College offers degrees at two levels: during 1976-77 64% of the degrees conferred were associate and 36% were baccalaureate. Among institutions of higher education state-wide, Mesa College awards 6.0% of the associate degrees and 1.0% of the baccalaureate degrees.

A profile of broad HEGIS subject field areas in which degrees were awarded in 1976-77 is presented below:

	AA	BA/BS	MA/MS	PhD/EdD
Social Sciences				
Fine and Applied Arts		6%		
Biological Sciences				
Health Professions	29%			
Psychology				
All Other	60	53		
Physical Sciences		9		
English and Journalism				
Engineering	11			
Business and Commerce (Management)		29		
Education		3		
TOTAL	100%	100%		

Unique Undergraduate Degree Programs

Degree Program	Degree
Occupational Guidance Specialist	B.S.
Animal-Plant Management	B.S.

INSTITUTIONAL DATA: (Mesa College)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE:			
Full-Time-Equivalent (FTE)			
Academic Year	2,613	2,730	3,140
Summer Term	137	140	160
Fiscal Year	2,750	2,870	3,300
Headcount (HDCT) Students			
Fall Term	4,045	4,227	4,850
Summer Term	841	895	1,025

Institutionally Provided Data*

	Actual 1976-77	Planned 1978-79	Projected 1982-83
Ratios			
Fall HDCT/Acad. Yr. FTE	1.55	1.55	1.55
Fall HDCT/Fiscal Yr. FTE	1.47	1.47	1.47
Lower Division FTE	88%	88%	84%
Upper Division FTE	12	12	16
Grad. I FTE			
Grad. II FTE			
Lower Division HDCT	87%	82%	80%
Upper Division HDCT	13	18	20
Grad. I HDCT			
Grad. II HDCT			
Non-Degree/Special HDCT	35	0	0
Resident	96%	94%	94%
Non-Resident	4	6	6
Minority	5%	5%	5%
Non-Minority	95	95	95
Male	53%	53%	53%
Female	47	47	47
Part Time (0-6 cr. hrs.)	23%	24%	25%
Full Time (7-- cr. hrs.)	77	76	75
Vocational/Occu. (C.C. only)			
General Education (C.C. only)			
Median Age Range	18-20	20	21

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

METROPOLITAN STATE COLLEGE (MSC)

HISTORICAL BACKGROUND:

Established in 1963 by the Colorado Legislature, Metropolitan State College opened its doors in 1965. In 1967, the General Assembly authorized an upper division program. Enabling legislation established the following purposes for Metropolitan State College:

> To provide and offer programs of undergraduate instruction in the liberal arts and sciences. . . .
>
> To provide and offer programs of instruction in semi-professional technical education in science and engineering technology on a terminal basis, either on its own campus or through contracts with public school districts in the City and County of Denver and in the Counties of Adams, Arapahoe, and Jefferson;
>
> To encourage other state institutions of higher education to offer at the College, by extension, such credit course as are beyond its (MSC) scope and function and to cooperate with such other state institutions on higher education in the offering of such courses.
>
> To serve the needs for higher education in the Denver metropolitan area, as well as in the State of Colorado generally.

In addition, Colorado Revised Statutes 1977 Section 23-50-101 (1) (d) provides for a resource sharing consortium as follows:

> The Trustees of the State Colleges and University Consortium in Colorado shall have the power to implement a resource sharing program between the institutions they govern, and with any other institution of higher education, for the purpose of maximizing program availability.

Legislative declaration of Section 23-70-101, enacted in 1974, established the Auraria Higher Education Center and included Metropolitan State College as one of the "constituent institutions." Metropolitan State College moved into the new facilities in January, 1977.

INSTITUTIONAL TYPE:

Current: Comprehensive University and College I (Carnegie)
Comprehensive Baccalaureate Granting Institution (with limited two-year programs.) (Colo. Descriptor.)

CCHE
Planned: Comprehensive University and College I (Carnegie)
Comprehensive Baccalaureate Granting Institution
(Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

Metropolitan State College shall continue to offer baccalaureate programs in the arts and sciences, selected technical programs and professional programs in business, education and approved areas of public and social services. Within these disciplines, Metropolitan State College shall be responsive to the educational needs and social concerns of urban Denver. The College shall function as a year-round school. It shall continue to respond to the needs of its clientele by offering a wide range of courses in the evening. The institution shall endeavor to use the resources of the Denver Metropolitan area as an integral part of the students' learning experiences; a majority of students will come from this area and a large number of its graduates may be expected to enter or remain in employment there.

During the planning period, Metropolitan State College shall transfer to the Community College of Denver - Auraria (CCD-A) all its two-year degree programs.

The role of Metropolitan State College includes spot deficiency remedial instruction. Basic skill, GED preparation and adult basic education remedial instruction shall be referred to CCD-A. Metropolitan State College shall assure programs of instruction on a residential basis in the Denver four-county area through an extended campus credit program.

During the planning period MSC will continue to develop as a baccalaureate institution. CCHE will consider approval of occupational or professional master's degree programs if:

1. The University of Colorado - Denver is not able to or will not offer the program, and/or
2. The program cannot or will not be handled within the State Colleges and University Consortium, and/or
3. Other graduate level public or private institutions in the State with the particular disciplinary orientation are not able to or will not work out joint arrangements to offer the program jointly with MSC, with the degree awarded by the visiting institution.

SERVICE AREA:

The service area for Metropolitan State College is the City and County of Denver and Adams, Arapahoe and Jefferson counties.

CLIENTELE AND ENTRANCE INDICATORS:

Students shall have a high school diploma or equivalent in order to qualify for admission to Metropolitan State College. Metropolitan State College shall serve primarily the commuting, and often part-time, working student.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

Metropolitan State College confers degrees at two levels: during 1976-77 9% of the degrees conferred were associate and 91% were baccalaureate. Among institutions of higher education state-wide, Metropolitan State College awards 2.5% of the associate degrees and 7.3% of the baccalaureate degrees.

A profile of broad HEGIS subject field areas inw hich degrees were awarded in 1976-77 is presented below:

	AA	BA/BS	MA/MS	PhD/EdD
Social Sciences		11%		
Fine and Applied Arts		4		
Biological Sciences		5		
Health Professions		6		
Psychology		5		
All Other	78%	19		
Physical Sciences		2		
English and Journalixm		6		
Engineering	22	11		
Business and Commerce (Management)		18		
Education		13		
TOTAL	100%	100%		

Unique Undergraduate Degree Programs

Degree Program	Degree
Meteorology	B.S.
Hospitality, Meeting and Travel Administration	B.A.
Criminalistics	B.S.
Professional Pilot	B.S.
Health Administration	B.S.
Law Enforcement	B.S.
Land Use	B.S.
Executive Secretary	3-Yr.
Aviation Maintenance Management	B.S.

Noted Centers and Institutes

The MSC Education for Developmentally Disabled Adults program has wide-spread recognition. MSC's community service programs will continue to gain regional and in some cases national attention.

INSTITUTIONAL DATA: (Metropolitan State College)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE:			
Full-Time-Equivalent (FTE)			
Academic Year	8,739	8,755	9,550
Summer Term	1,325	1,275	1,450
Fiscal Year	10,064	10,030	11,000
Headcount (HDCT) Students			
Fall Term	12,921	13,225	15,180
Summer Term	5,774	6,055	6,740

Institutionally Provided Data*

	Actual 1976-77	Planned 1978-79	Projected 1982-83
Ratios			
Fall HDCT/Acad. Yr. FTE	1.48	1.51	1.59
Fall HDCT/Fiscal Yr. FTE	1.28	1.32	1.38
Lower Division FTE	65%	65%	60%
Upper Division FTE	35	34	38
Grad. I FTE			
Grad. II FTE			
Lower Division HDCT	59%	55%	50%
Upper Division HDCT	30	29	33
Grad. I HDCT			
Grad. II HDCT			
Non-Degree/Special HDCT	11	15	15
Resident	95%	95%	95%
Non-Resident	5	5	5
Minority	18%	18%	18%
Non-Minority	82	82	82
Male	56%	50%	50%
Female	44	50	50
Part Time (0-6 cr. hrs.)	33%	36%	37%
Full Time (7-- cr. hrs.)	67	64	63
Vocational/Occu. (C.C. only)			
General Education (C.C. only)			
Median Age Range	25-29	25-29	25-29

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

REGIS COLLEGE (Private)

HISTORICAL BACKGROUND:

The historical, philosophical and cultural roots of Regis College reach back to the middle of the sixteenth century to the vision of the founder of the Jesuit Order, Saint Ignatius Loyola. Among the principal functions envisioned for his order, Loyola placed the task of education.

Regis College traces its origin to the New Mexico Territory and to the tiny village of Las Vegas where, in November 1877, a group of Jesuits from the Italian Jesuit Province of Naples opened Las Vegas College. The original college building was the residence of Don Francisco Lopez, and classes were held there until the completion of the new college in 1878.

The dream of these early Jesuits of a large and prosperous college did not materialize. Small enrollments plagued its administrator with financial worries and prevented the development of a complete curriculum. But the combined talents of two men, Bishop Joseph Machebeuf of the Diocese of Denver and Father Dominic Pantanella, S.J., helped to relocate the College. Bishop Machebeuf purchased property of a former hotel in Morrison, twenty miles southwest of Denver, turned it over to Father Pantanella as a site for a new Jesuit college, and in September 1884, the College of the Sacred Heart was opened there.

It soon became clear that Morrison, remote from Denver and accessible only by poor roads, did not provide the necessary potential for a growing college, and Father Pantanella began to look for a more satisfactory location. Bishop Machebeuf was instrumental in securing a forty-acre plot of land, north of the city of Denver, the present site of the College. There, in September, 1888, the new Sacred Heart College, combining faculty and students from both Las Vegas and Morrison, was opened. The following year the Colorado Legislature empowered the College to grant degrees, and the first graduation exercises were held in June, 1890.

During the first thirty-two years of its existence, the College formed a part of the missionary activities of the Colorado-New Mexico mission under the government of the Naples Province of the Society of Jesus. During those years there were few physical changes, fewer academic changes, and a slow but steady growth in student enrollment. The College survived the financial panic of the early 1890s and the drain on enrollment caused by World War I. In August, 1919, the mission era came to an end when the school was placed under the jurisdiction of the Missouri Province of the Society of Jesus.

The next decade was a time of gradual growth and notable curriculum expansion. In 1921, the name of the College was changed to Regis College in honor of the Jesuit Saint, John Francis Regis, an eighteenth century missionary in the mountains of southern France. The high school and college programs, which had once formed a continuous progression through seven years of study, the classical trivium and quadrivium plan, were reorganized along the four-year high school -- four-year college pattern. The College and high school were separated both academically and administratively. Carroll Hall, erected in 1923, became the first major addition to the College physical plant. It was the first in an elaborate framework of development.

The College has experienced remarkable growth since the early '50s. Gains have been registered in all phases of its operation, the most dramatic of which occurred in 1968 when Regis changed its status from a men's college to a coeducational institution. Student enrollment and the number of faculty and staff have doubled. Seven major buildings have been constructed and other campus physical improvements made, representing an investment of over six million dollars. The annual budget has increased over 100% and the total assets of the College have increased over 300%

INSTITUTIONAL TYPE:

Current: Liberal Arts College II (Carnegie)
Comprehensive Baccalaureate Granting Institution
(Colo. Descriptor)

CCHE
Planned: Liberal Arts College II (Carnegie)
Comprehensive Baccalaureate Granting Institution
(Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

The aim and purpose of Regis College is to become a four-year Catholic college of the highest quality. Regis College wishes to become whole heartedly given to the study and examination of the world in all its multiple dimensions. To achieve this, Regis College believes it is of fundamental importance that it welcome students, faculty and administrators, of all races, colors and creeds.

In seeking answers to the fundamental questions, Regis College will consider as its proper province the past, the present and the future. These segments of time must be examined in all of their historical, artistic, scientific, economic, political, philosophical and religious aspects for any satisfactory grasp of them. Hence, in keeping with its long-standing Jesuit tradition, Regis College does not limit its interest and involvement to what man knows from reason, but also eagerly pursues areas of scholarly endeavor.

SERVICE AREA:

The service area for Regis College during the planning period is the State of Colorado, the region and the nation.

CLIENTELE AND ENTRANCE INDICATORS:

An applicant to Regis College must have been graduated from or be in his or her last year at an approved secondary school and must satisfy the minimum requirement of fifteen academic units. The level of achievement in these courses may determine the action taken by the admissions committee. Results from the American College Testing Program (ACT), or the Scholastic Aptitude Test (SAT) are required for admission.

INSTITUTIONAL DATA: (Regis College)

ENROLLMENT PROFILE	Actual 1977-78	Planned 1982-83	Planned 1987-88
Headcount Students			
Fall Term	1,076*	1,000*	1,000*
Resident	444	400	400
Non-Resident	632	600	600
Male	692	600	600
Female	384	400	400

PROGRAM EMPHASIS

Degrees Conferred by Institution
By Level of Hegis Field (1976-77)

	AA	B	M	D	Professional
Social Sciences		15%			
Fine & Applied Arts					
Biological Sciences		6			
Health Professions	78%				
Psychology		8			
All Other		11			
Physical Sciences		2			
English & Journalism		9			
Engineering					
Business & Commerce	22	43			
Education		6			
TOTAL	100%	100%			

*Not including continuing education enrollments which average approximately 1500 students annually.

THE COLORADO COLLEGE (Private)

HISTORICAL BACKGROUND:

Colorado College was established as a coeducational institution on January 20, 1874, two years before Colorado became a state. In 1871 General William Jackson Palmer, head of the Denver and Rio Grande Railroad, laid out the city of Colorado Springs along his new line from Denver. Envisioning a model city, he reserved land and contributed funds for a college which was to open under the auspices of the Congregational Church on May 6, 1874.

The College's first building, Cutler Hall, was occupied in 1880; the first bachelor's degrees were conferred in 1882. Under President William Frederick Slocum, who served from 1888 to 1917, the campus took the shape it held until the 1950s.

At the same time, as the college was reaching scholarly maturity, Manly D. Ormes, Colorado College librarian from 1904 to 19[illegible] brought the library's holdings into the first rank among liberal arts colleges.

Since the mid-1950s, the campus has been virtually rebuilt. The new facilities include three large residence halls, the College Union Rastall Center, Tutt Library, Olin Hall of Science, three fraternity houses, Honnen Ice Rink, Boettcher Health Center, Schlessman Swimming Pool, Armstrong Hall for the Humanities, El Pomar Sports Center and Packard Hall of Music and Art.

Perhaps even more significant than the recent physical progress of the campus is its academic ferment. The College has initiated a number of special programs in its continuing effort to provide strong educational challenge for its students.

Visually, Cutler Hall and the mountain view are about all that remain of the College's beginnings, but the changes cannot obscure real continuities. Colorado College remains dedicated to the principles of providing a liberal arts education similar to that envisioned by its founders a century ago.

INSTITUTIONAL TYPE:

Current: Liberal Arts College I (Carnegie)
Comprehensive Baccalaureate Granting Institution
(Colo. Descriptor)

CCHE
Planned: Liberal Arts College I (Carnegie)
Comprehensive Baccalaureate Granting Institution
(Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

For the planning period, The Colorado College intends to continue as a college of liberal arts, with a controlled enrollment of approximately 1800 students, with approximately one third drawn from Colorado, and the remainder from across the country.

Here and there in the United States are a small group of independent colleges of liberal arts -- Swarthmore, Carleton, Pomona and Oberlin, to cite but four--with educational importance out of all proportion to their relatively modest size. Colorado College aspires to be part of that company, as a salient institution of the Rocky Mountain West.

The Colorado College program is based on an essentially conventional liberal arts curriculum, supported by an unusual format known as the Colorado College Plan, or block plan. Under this plan, a student typically takes a single course at a time for a "block" of three and a half weeks. The result is intimate and intense classroom sessions, wide opportunity for faculty members to experiment with teaching methods, heavy emphasis on extended field experiences, and frequent importation of gifted visiting teachers who would be unable to come for a standard semester long course. The program is enlivened and enriched by a broad program of co-curricular events and activities.

Colorado College has a modern physical plant, a balanced budget and a growing endowment fund, and is dedicated to work to sustain this institution as a model of both fiscal stability and educational enterprise.

SERVICE AREA:

The Colorado College serves the nation.

CLIENTELE AND SERVICE INDICATORS:

Colorado College students represent a wide range of ethnic, religious, social and economic backgrounds. The 1976-77 enrollment of 962 men and 888 women included 121 minority students and nineteen foreign students. Colorado College students come from all fifty states, and from public and private high schools in both large and small communities. The Colorado College will maintain rigorous entrance requirements but without arbitrary cutoff test scores or required grade averages.

INSTITUTIONAL DATA: (Colorado College)

ENROLLMENT PROFILE	Actual 1977-78	Planned 1982-83	Planned 1987-88
Headcount Students			
Fall Term	1,928	1,800	1,800
Resident	699	720	720
Non-Resident	1,229	1,080	1,080
Male	1,013	900	900
Female	915	900	900

PROGRAM EMPHASIS

Degrees Conferred by Institution
By Level of Hegis Field (1976-77)

	AA	B	M	D	Professional
Social Sciences		30%			
Fine & Applied Arts		11			
Biological Sciences		12			
Health Professions					
Psychology		6			
All Other		11			
Physical Sciences		9			
English & Journalism		12			
Engineering					
Business & Commerce		7			
Education		2	100%		
TOTAL		100%	100%		

FORT LEWIS COLLEGE (FLC)

HISTORICAL BACKGROUND:

Fort Lewis College began offering college course work in 1922 as a two-year college of agriculture and mechanical arts. After transition to four-year college status in 1962, Fort Lewis began development into a public liberal arts college dedicated to undergraduate teaching. Enabling legislation directed that the institution "afford a curriculum in the sciences, arts, business, education and vocational education."

Legislation specific to the college directs that ". . . a sizeable Indian student population is desirable. That the State will continue and improve the outstanding Indian education program now in existence . . ." and establish the obligation of the State of Colorado in this regard.

INSTITUTIONAL TYPE:

Current: Comprehensive University and College I (Carnegie)
Comprehensive Baccalaureate Granting Institution
(Colo. Descriptor)

CCHE
Planned: Liberal Arts College II (Carnegie)
Comprehensive Baccalaureate Granting Institution
(Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

As a small liberal arts institution, Fort Lewis College shall continue its commitment to broad cultural undergraduate instruction, somewhat in the tradition of New England scholarship. The institution shall continue to offer undergraduate instruction in all basic areas of human knowledge -- the sciences, social sciences, arts and humanities. In addition, undergraduate professional programs in business administration and education shall continue. The institution shall not engage in GED, adult basic education or basic skills remedial instruction.

Within its current scope, Fort Lewis College shall continue to offer programs which meet the needs of its American Indian students.

During the planning period the institution shall, in cooperation with CCHE and SBCCOE, explore alternative methods of delivering the two-year programs which remain at FLC.

Fort Lewis College, along with CCHE, its governing board and other agencies -- shall continue to monitor developments in southwestern Colorado relative to needs for postsecondary education.

SERVICE AREA

The basic service area for Fort Lewis College is the State with interstate regional responsibilities to the "Four-Corners Area."

CLIENTELE AND ENTRANCE INDICATORS:

FLC shall admit applicants who possess a high school diploma.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

Fort Lewis College confers degrees at two levels: 3.5% of the degrees conferred in 1976 were associate and 96.5% were baccalaureate degrees. Among the institutions of higher education state-wide, Fort Lewis College awarded .3% of the associate degrees and 2.3% of the baccalaureate degrees.

A profile of broad HEGIS subject field areas in which degrees were awarded in 1976-77 is presented below:

	AA	BA/BS	MA/MS	PhD/EdD
Social Sciences		13%		
Fine and Applied Arts		7		
Biological Sciences		11		
Health Professions				
Psychology		6		
All Other	8%	12		
Physical Sciences		7		
English and Journalism		5		
Engineering				
Business and Commerce (Management)	92	18		
Education		21		
TOTAL	100%	100%		

Unique Undergraduate Degree Programs

Degree Program	Degree
Southwest studies	B.A.
Sociology and Human Services	B.S.

Noted Centers and Institutes

Fort Lewis College's Center for Southwest Studies is a unique feature in the Rocky Mountain region.

INSTITUTIONAL DATA: (Fort Lewis College)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE:			
Full-Time-Equivalent (FTE)			
Academic Year	2,979	3,100	3,300
Summer Term	Trimester**		
Fiscal Year	2,979	3,100	3,300
Headcount (HDCT) Students			
Fall Term	2,764	2,843	3,030
Summer Term	Trimester**		

Institutionally Provided Data*

Ratios			
Fall HDCT/Acad. Yr. FTE	.93	.93	.93
Fall HDCT/Fiscal Yr. FTE	.93	.93	.93
Lower Division FTE	75%	73%	72%
Upper Division FTE	25	27	28
Grad. I FTE			
Grad. II FTE			
Lower Division HDCT	69%	68%	68%
Upper Division HDCT	29	30	30
Grad. I HDCT			
Grad. II HDCT			
Non-Degree/Special HDCT	2	2	2
Resident	69%	70%	70%
Non-Resident	31	30	30
Minority	12%	12%	12%
Non-Minority	88	88	88
Male	57%	57%	57%
Female	43	43	43
Part Time (0-6 cr. hrs.)	3%	3%	3%
Full Time (7-- cr. hrs.)	97	97	97
Vocational/Occu. (C.C. only)			
General Education (C.C. only)			
Median Age Range	18-20	18-20	18-20

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

** Not applicable

UNITED STATES AIR FORCE ACADEMY (USAFA) (Federal)

HISTORICAL BACKGROUND:

The Air Force Academy was established by Public Law 325, 83rd Congress, Second Session, to educate a nucleus of career officers for the Air Force. The bill was signed by President Eisenhower on April 1, 1954, and on July 11, 1955, the first class of 306 cadets was sworn in at the temporary location at Lowry Air Force Base in Denver, Colorado. On August 29, 1958, cadets moved into the new permanent site north of Colorado Springs, and on June 3, 1959, the Academy graduated its first class. The first women cadets were offered appointments in the Class of 1980, and 157 were admitted on June 28, 1976. The Adademy has graduated over 11,000 officers and maintains a Cadet Wing of over 4,400 cadets.

INSTITUTIONAL TYPE:

Current: Professional School and Other Specialized Institution (Carnegie)
Comprehensive Baccalaureate Institution (Colo. Descriptor)

CCHE
Planned: Professional School and Other Specialized Institution (Carnegie)
Comprehensive Baccalaureate Institution (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

The mission of the Air Force Academy is to provide instruction, experience and motivation to all cadets so that they graduate with the knowledge and character essential to leadership and the motivation to become career officers in the United States Air Force. In fulfillment of this mission, the Academy grants Bachelor of Science degrees and commissions officers in the United States Air Force.

SERVICE AREA:

Cadets come from every congressional district, including all states and American territories.

CLIENTELE AND ENTRANCE REQUIREMENTS:

All students are full-time. Stringent entrance requirements are specified by public law. An applicant must be between seventeen and twenty-two years of age, a U.S. citizen, unmarried with no dependent children, and must be nominated as provided by law, usually by a congressman. Admissions are generally characterized by fierce competition in the areas of physical aptitude, scholastic aptitude, and medical qualification.

PROGRAM EMPHASIS AND UNIQUE INSTITUTIONAL CHARACTERISTICS:

Baccalaureate Degree Programs: As a service academy, the United States Air Force Academy is distinctive in the educational world in the limitations and requirements placed upon it by Act of Congress and executive direction. The curriculum, therefore, mirrors the Academy's ultimate purpose as well as its educational mission because the future officer cannot afford to possess only a knowledge of a narrow specialty, but must also be broadly educated with an eye toward the uncertain technological future.

The underlying philosophy of the institution has three basic points:

1. That graduates be broadly educated. The rationale for this requirment is that those who are educated as generalists, rather than specialists, are better prepared to serve in positions of leadership. The core curriculum requires the completion of 52.5 semester hours in the social sciences and humanities courses and 58.5 semester hours in the science and engineering courses. In addition, twenty-three academic majors are available.

2. That the institution be accredited. In this regard the general degree is accredited by the North Central Association of Colleges and Secondary Schools. In addition, six engineering degrees offered by the Academy are accredited by the Engineers' Council for Professional Development, and the chemistry degree is accredited by the American Chemical Society.

3. That at least 50% of the graduates earn majors in the science or engineering disciplines. The Air Force has a particular need for officers educated in science and engineering and looks to the Air Force Academy graduates to fill a portion of that need. In excess of 50% of the graduates do, in fact, earn majors in the science and engineering disciplines.

In summary, the academic curriculum which supports the USAFA mission is a proper balance between a "generalist" and a "specialist" education. Over the years numerous external examining agencies have reaffirmed both the soundness of its curriculum and its continuing success in meeting its graduates' needs.

Two-Year Institutions

This section contains statements for that sector of institutions totally dedicated to less than baccalaureate degree instruction during the planning period. Role statements for the following institutions are presented:

Comprehensive Two-Year Institutions (Colo. Descriptor)

Arapahoe Community College
Community College of Denver -- Auraria
Community College of Denver -- North
Community College of Denver -- Red Rocks
El Paso Community College
Lamar Community College
Morgan Community College
Otero Junior College
Trinidad State Junior College
Aims College (local district)
Colorado Mountain College (local district)
Colorado Northwestern Community College (local district)
Northeastern Junior College (local district)

The Community College and Occupational Act of 1967 provides in Section 23-60-103, C.R.S. 1973, that "postsecondary" relates to:

> . . . . instruction of students over the age of sixteen years who are not enrolled in a regular program of kindergarten through grade twelve in a public, independent, or parochial school.

The comprehensive community colleges are community oriented and they provide opportunities appropriate to the needs of all persons. The definition of the State Board of Community Colleges and Occupational Education (SBCCOE) of an "open-door" institution is that any youth or adult may enter one of the institutions and be provided with educational opportunity that lies within his/her range of interest and ability. An open-door philosophy maintains the opportunity for students to qualify for admission regardless of past academic performance, as long as it can be demonstrated that the student can profit from such instruction. This guarantees the "right to try" regardless of age, or past achievement patterns. At the same time, the open-door concept does not imply the continuation of a student at the sacrifice of quality or standards of the education program.

A campus for a comprehensive community college is defined as extending beyond the boundaries containing the physical plant and encompasses the entire service area of the institution. It is recommended that resources be provided at a level which will encourage delivery of educational services at locations throughout the service area.

Ordinarily the community and junior colleges offer comprehensive programs, including occupational education to prepare individuals for jobs, general and pre-professional education comparable to the first two years of the college or university, and a broad range of programs of personal and vocational education for adults. The institutions specifically are dedicated to the following goals:

1. To provide opportunity to those wishing to "round out" their general education

2. To allow for exploration in areas of special interest

3. To provide preparation for occupations

4. To increase the level of cultural interest in the local community

The Colorado Commission on Higher Education (CCHE) believes that the two-year institutions must continually assess the needs of their service areas, and CCHE recommends reporting on the results of regular studies in this regard.

CCHE also believes that the two-year community college sector, as one of its functions, must provide a foundation for the progressive development of a total postsecondary system that will make it possible for Colorado to achieve both quality in terms of excellence of programs in all of higher education, and quantity in terms of the needs of our people for a wide range of educational opportunities.

Consistent with the role statement outlined above, it is recommended that the comprehensive community and junior colleges have primary responsibility for offering two-year degree programs in Colorado, and that SBCCOE take a leadership role in arranging for sharing of resources with the other sectors to assure that the role of the community and junior college is being fulfilled in all areas of the State. Colleges designated as area vocational schools as well as those in close proximity to area vocational schools have a special coordinating responsibility.

It is also recommended that the comprehensive community and junior colleges assume as a part of their role, the provision of necessary remedial and preparatory work as a service to all sectors of higher education. This implies close cooperation with institutions in other classifications as well as with the area vocational schools. The role of the community and junior college sector is also assumed to include planning and cooperation with the department of Education to assist in the provision of General Education Development (GED) programs.

Special Purpose Two-Year Institutions (Colo. Descriptor)

Technical Community College of PUeblo

The Special Purpose Two-Year Institutions are dedicated totally to vocational training and certain levels of remedial instruction. Consequently, they have an appropriate relationship with the postsecondary community.

ARAPAHOE COMMUNITY COLLEGE (ACC)

HISTORICAL BACKGROUND:

In 1965, through dedicated efforts of local citizenry and civic leaders, a successful election was held establishing Arapahoe Junior College as the first public community junior college in the greater Denver area. Classes were offered in September, 1966. In May 1970, the local junior college district was dissolved by public vote and the college joined the Colorado system of community colleges, through the procedures set forth in the Community College and Occupational Act of 1967. Section 23-61-106, C.R.S. 1973, provided that if ACC elected to stay outside the Community College of Denver, SBCCOE should make appropriate provisions to coordinate planning and operation between the two.

INSTITUTIONAL TYPE:

Current: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

CCHE
Planned: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

Arapahoe Community College shall continue to offer a broad spectrum of certificate and two-year occupational programs which prepare students for employment, academic courses including those to be used for transfer to senior institutions, continuing education for adult students and community service.

The institution shall provide remedial instruction in basic skill development and GED preparation.

The institution shall maintain an intimate knowledge of and satisfy the educational needs within its mission and service area. The ACC "campus" is its total service area and it is expected that the institution will utilize community resources, including community buildings for classrooms and qualified residents as instructors and resource personnel. Regular reports on service area needs shall be made to its local council, SBCCOE and CCHE.

SERVICE AREA:

The institution is responsible for the assessment of educational needs and offering instruction within Douglas County, central and southern Jefferson County and central and western Arapahoe County.

CLIENTELE AND ENTRANCE INDICATORS:

Arapahoe Community College shall continue to be an open-door institution serving all youth and adults who can benefit from and avail themselves of a postsecondary program of two years or less.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

Arapahoe Community College offers certificate and associate degree programs in the general program categories listed below. In 1976-77, certificates represented 27% and associate degrees 73% of the institution's total awards. Among the institutions of higher education state-wide, Arapahoe awarded 14.4% of the certificates and 10.9% of the associate degrees.

A profile of broad HEGIS subject field areas in which degrees and certificates were awarded in 1976-77 is presented below.

	Certificate	Associate Degree
Arts & Science Gen. Programs		41%
Science or Engineering Related occup. curriculums		
Data Processing	1%	
Health Services	48	20
Mechanical & Engr. Tech.	25	9
Natural Science	1	
Non-science & non-engr. organized occup. curr.		
Business and Commerce Tech.	16	17
Public Service Related	9	13
TOTAL	100%	100%

Unique Undergraduate Programs

Program	Degree/Certificates
Concrete Technology	Associate & Certificate
Fashion Merchandising	Associate & Certificate
Insurance	Certificate
Medical Lab Technician	Associate
Medical Records Technician	Associate
Sales Technician	Associate & Certificate

INSTITUTIONAL DATA: (Arapahoe Community College)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE:			
Full-Time-Equivalent (FTE)			
Academic Year	3,045	3,415	3,840
Summer Term	311	285	360
Fiscal Year	3,356	3,700	4,200
Headcount (HDCT) Students			
Fall Term	5,315	6,200	7,700
Summer Term	2,005	1,980	2,500

Institutionally Provided Data*

	Actual 1976-77	Planned 1978-79	Projected 1982-83
Ratios			
Fall HDCT/Acad. Yr. FTE	1.75	1.81	2.00
Fall HDCT/Fiscal Yr. FTE	1.58	1.68	1.83
Lower Division FTE	100%	100%	100%
Upper Division FTE			
Grad. I FTE			
Grad. II FTE			
Lower Division HDCT	100%	100%	100%
Upper Division HDCT			
Grad. I HDCT			
Grad. II HDCT			
Non-Degree/Special HDCT			
Resident	95%	94%	95%
Non-Resident	5	6	5
Minority	7%	7%	8%
Non-Minority	93	93	92
Male	46%	45%	45%
Female	54	55	55
Part Time (0-6 cr. hrs.)	40%	43%	45%
Full Time (7-- cr. hrs.)	60	57	55
Vocational/Occu. (C.C. only)	48%	48%	50%
General Education (C.C. only)	52	52	50
Median Age Range	21-24	21-24	25-30

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

COMMUNITY COLLEGE OF DENVER - AURARIA (CCD-A)

HISTORICAL BACKGROUND:

The Community College of Denver-Auraria was established in 1967 by Section 23-61-101, C.R.S. 1973, as one of the three campuses of the Community College of Denver. Its enabling legislation directed the institution to". . . provide and offer educational programs to meet the occupational needs of youth and adults in technical and vocational fields; to provide two-year transfer educational programs to qualify students for admission to the junior year at other colleges and universities; and to provide a broad range of programs of personal and vocational education for adults. It further provided that Community College of Denver ". . . shall admit all high school graduates and other students with comparable qualifications. In addition, any person, regardless of any previous academic experience, may be enrolled in any course which he can reasonably be expected to successfully complete."

Legislative declaration of section 23-70-101, enacted in 1974, established the Auraria Higher Education Center and included the Auraria campus of the Community College of Denver as one of the "constituent institutions." CCD-Auraria moved into the new facilities in 1976.

INSTITUTIONAL TYPE:

Current: Two Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

CCHE
Planned: Two Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

The Community College of Denver-Auraria shall continue to be dedicated to the inner city of Denver. In line with enabling legislation, the institution shall continue to offer occupational, technical and community service programs, and general education college transfer programs. Among the Auraria institutions, CCD-A shall assume responsibility for all two-year programs and the awarding of all two-year degrees and occupational certificates, including those transferred from Metropolitan State College (MSC).

CCD-A shall be the vehicle whereby remedial instruction, remedial adult basic education and GED preparation is available to all students enrolled at the Auraria complex.

The institution shall maintain an intimate knowledge of the educational needs of the inner city, and shall report on those needs to its local council, SBCCOE and CCHE.

The inner city is the "campus" of CCD-A and it is expected that the institution will utilize community resources in its service area, including community buildings for classrooms and qualified residents as instructors and resource persons.

In serving its role, it is understood that necessary duplication with MSC of lower division general education courses may occur. In situations where adequate demand cannot justify course duplication, CCD-A shall cooperate with MSC in offering such courses.

SERVICE AREA:

CCD-A is responsible for providing needs assessment and services within Denver, Adams and Arapahoe counties. Offerings in Arapahoe County will be coordinated with Arapahoe Community College.

CLIENTELE AND ENTRANCE INDICATORS:

The Community College of Denver-Auraria shall continue to be an open-door institution serving all inner-city youth and adults who can benefit from and avail themselves of a postsecondary program of two years or less.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

Community College of Denver - Auraria confers associate degrees and awards certificates. In 1976-77 certificates represented 6% and associate degrees represented 94% of the institution's total. CCD-Auraria awarded 1.5% of the certificates state-wide, and 6.5% of the associate degrees.

A profile of broad HEGIS subject field areas in which degrees and certificates were awarded in 1976-77 is presented below:

	Certificate	Associate Degree
Arts & Science Gen. Programs		26%
Science or Engineering Related occup. curriculums		
Data Processing		
Health Services	75.0%	29
Mechanical & Engr. Tech.	3.5	15
Natural Science		1
Non-Science & non-engr. organized occup. curr.		
Business and Commerce Tech.	21.5	22
Public Serv. Related		7
TOTAL	100%	100%

Unique Undergraduate Programs

Program	Degree/Certificate
Credit Management	Associate
Transportation and Traffic Management	Associate
Bio-Medical Equipment Technology	Associate
Instrumentation Technology	Associate

INSTITUTIONAL DATA: (Community College of Denver - Auraria)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE:			
Full-Time-Equivalent (FTE)			
Academic Year	3,154	2,805	2,980
Summer Term	478	395	420
Fiscal Year	3,632	3,200	3,400
Headcount (HDCT) Students			
Fall Term	4,109	4,125	4,380
Summer Term	1,924	1,790	1,830
Institutionally Provided Data*			
Ratios			
Fall HDCT/Acad. Yr. FTE	1.30	1.47	1.47
Fall HDCT/Fiscal Yr. FTE	1.13	1.29	1.29
Lower Division FTE	100%	100%	100%
Upper Division FTE			
Grad. I FTE			
Grad. II FTE			
Lower Division HDCT	100%	100%	100%
Upper Division HDCT			
Grad. I HDCT			
Grad. II HDCT			
Non-Degree/Special HDCT			
Resident	88%	91%	94%
Non-Resident	12	9	6
Minority	42%	39%	42%
Non-Minority	58	61	58
Male	53%	48%	50%
Female	47	52	50
Part Time (0-6 cr. hrs.)	29%	35%	35%
Full Time (7-- cr. hrs.)	71	65	65
Vocational/Occu. (C.C. only)	51%	54%	55%
General Education (C.C. only)	49	46	45
Median Age Range	25-29	25-29	25-29

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

COMMUNITY COLLEGE OF DENVER - NORTH (CCD-N)

HISTORICAL BACKGROUND:

The Community College of Denver-North was established in 1967, by Section 23-61-101, C.R.S. 1973, as one of the three campuses of the Community College of Denver. Its enabling legislation directed the institutions to ". . . provide and offer educational programs to meet the occupational needs of youth and adults in technical and vocational fields; to provide two-year transfer educational programs to qualify students for admission to the junior year at other colleges and universities; and to provide broad range of programs of personal and vocational education for adults." It further provided that Community College of Denver ". . . . shall admit all high school graduates and other students with comparable qualifications. In addition, any person, regardless of any previous academic experience, may be enrolled in any course which he can reasonably be expected to successfully complete."

INSTITUTIONAL TYPE:

Current: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

CCHE
Planned: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

In line with enabling legislation, CCD-N shall continue to offer occupational, technical and community service programs and general education college transfer programs.

CCD-N shall be a vehicle whereby remedial adult basic education and GED preparation is available to all students in its service area.

The institution shall maintain an intimate knowledge of the educational needs of its service area and shall report regularly on those needs to its local council, SBCCOE and CCHE. The "campus" of CCD-N is its entire service area and the institution shall use outlying resources -- including community facilities and residents as instructors or resource personnel -- in fulfilling its role.

SERVICE AREA:

CCD-N is responsible for providing needs assessment and services within Adams, Jefferson, Boulder and Gilpin counties. Offerings in Jefferson county will be coordinated with CCD-RR.

CLIENTELE AND ENTRANCE INDICATORS:

The Community College of Denver - North shall continue to be an open-door institution serving all service region youth and adults who can benefit from and avail themselves of a postsecondary program of two years or less.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

The Community College of Denver - North confers associate degrees and awards certificates; in 1976-77 certificates represented 18% and associate degrees 82% of the institution's total. Among the institutions of higher education state-wide, CCD-North awarded 9.6% of the certificates and 11.6% of the associate degrees.

A profile of broad HEGIS subject field areas in which degrees and certificates were awarded in 1976-77 is presented below:

	Cerfiticate	Associate Degree
Arts & Science Gen. Programs		30%
Science or Engineering Related occup. curriculums		
Data Processing	13%	4
Health Services	9	23
Mechanical & Engr. Tech.	23	20
Natural Science	44	8
Non-science & non-engr. organized occup. curr.		
Business and Commerce Tech.	7	6
Public Serv. Related	4	9
TOTAL	100%	100%

Unique Undergraduate Programs

Programs	Degrees/Certificates
Dietetic Technology	Associate & Certificate
Machine Drafting Technology	Associate
Optometric Assisting	Certificate
Sports Craft and Specialty Area Mechanics	Certificate
Urban Horticulture	Associate
Inhalation Therapy	Associate
Nuclear Medicine	Associate & Certificate

INSTITUTIONAL DATA: (Community College of Denver - North)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE:			
Full-Time-Equivalent (FTE)			
Academic Year	3,172	2,940	3,080
Summer Term	500	375	420
Fiscal Year	3,672	3,315	3,500
Headcount (HDCT) Students			
Fall Term	4,767	4,655	4,900
Summer Term	2,440	1,905	2,130

Institutionally Provided Data*

Ratios			
Fall HDCT/Acad. Yr. FTE	1.50	1.58	1.59
Fall HDCT/Fiscal Yr. FTE	1.30	1.40	1.40
Lower Division FTE	100%	100%	100%
Upper Division FTE			
Grad. I FTE			
Grad. II FTE			
Lower Division HDCT	100%	100%	100%
Upper Division HDCT			
Grad. I HDCT			
Grad. II HDCT			
Non-Degree/Special HDCT			
Resident	97%	97%	97%
Non-Resident	3	3	3
Minority	21%	17%	17%
Non-Minority	79	83	83
Male	58%	51%	50%
Female	42	49	50
Part Time (0-6 cr. hrs.)	32%	40%	38%
Full Time (7-- cr. hrs.)	68	60	62
Vocational/Occu. (C.C. only)	57%	64%	62%
General Education (C.C. only)	43	36	38
Median Age Range	25-29	25-29	25-29

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

COMMUNITY COLLEGE OF DENVER - RED ROCKS (CCD-RR)

HISTORICAL BACKGROUND:

The Community College of Denver-Red Rocks was established in 1967, by Section 23-61-101, C.R.S. 1973, as one of the three campuses of the Community College of Denver. Its enabling legislation directed the institution to ". . . . provide and offer educational programs to meet the occupational needs of youth and adults in technical and vocational fields; to provide two-year transfer educational programs to qualify students for admission to the junior year at other colleges and universities; and to provide a broad range of programs of personal and vocational education for adults." It further provided that Community College of Denver ". . . . shall admit all high school graduates and other students with comparable qualifications. In addition, any person, regardless of any previous academic experience, may be enrolled in any course which he can reasonably be expected to successfully complete."

CCD-Red Rocks has been designated as an area vocational school to serve secondary, postsecondary and adult students seeking career preparation training.

INSTITUTIONAL TYPE:

Current: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

CCHE
Planned: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

In accordance with enabling legislation, the institution shall continue to offer occupational, technical and community service programs, and general education, college transfer programs.

CCD-RR shall be a vehicle whereby remedial adult basic education and GED preparation are available to students in its service area.

The institution shall maintain an intimate knowledge of the educational needs of its service area and shall report regularly on those needs to its local council, SBCCOE and CCHE. The "campus" is its entire service area and the institution shall use outlying resources -- including community facilities and residents as instructors and resource personnel -- in fulfilling its role.

SERVICE AREA:

CCD-RR is responsible for providing needs assessment and services within Jefferson, Gilpin, Clear Creek and Park counties. Offerings in Jefferson and Gilpin counties will be coordinated with CCD-N.

CLIENTELE AND ENTRANCE INDICATORS:

The Community College of Denver - Red Rocks shall continue to be an open-door institution serving all youth or adults who can benefit from and avail themselves of a postsecondary program of two years or less.

PROGRAM EMPHASIS AND UNIQUE CHARACTERSITICS:

Program Emphasis

Community College of Denver - Red Rocks offers certificates and associate degree programs in the general program categories listed below. In 1976-77 certificates represented 9% and associate degrees 91% of the institution's total awards. Among the institutions of higher education state-wide, Community College of Denver - Red Rocks awarded 4.2% of the certificates and 10.9% of the associatedegrees.

A profile of broad HEGIS subject field areas in which degrees and certificates were awarded in 1976-77 is presented below:

	Certificate	Associate Degree
Arts & Science Gen. Programs		34%
Science or Engineering Related occup. curriculums		
Data Processing		
Health Services	67%	
Mechanical & Engr. Tech.	25	26
Natural Science		2
Non-science & non-engr. organized occup. curr.		
Business and Commerce Tech.	8	14
Public Service Related		24
TOTAL	100%	100%

Unique Undergraduate Programs

Program	Degree/Certificate
Water-Wastewater Technology	Associate
Public Administration	Associate
Audio-Visual Technician	Associate
Traffic Engineering Technology	Associate
Urban Planning Technology	Associate
Bricklaying	Associate & Certificate
Mineral Industry Technology	Associate

INSTITUTIONAL DATA: (Community College of Denver - Red Rocks)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE:			
Full-Time-Equivalent (FTE)			
Academic Year	3,944	3,510	3,700
Summer Term	602	475	500
Fiscal Year	4,546	3,985	4,200
Headcount (HDCT) Students			
Fall Term	6,863	6,060	6,380
Summer Term	3,202	2,795	2,800

Institutionally Provided Data*

	Actual 1976-77	Planned 1978-79	Projected 1982-83
Ratios			
Fall HDCT/Acad. Yr. FTE	1.74	1.73	1.73
Fall HDCT/Fiscal Yr. FTE	1.51	1.52	1.52
Lower Division FTE	100%	100%	100%
Upper Division FTE			
Grad. I FTE			
Grad. II FTE			
Lower Division HDCT	100%	100%	100%
Upper Division HDCT			
Grad. I HDCT			
Grad. II HDCT			
Non-Degree/Special HDCT			
Resident	96%	96%	97%
Non-Resident	4	4	3
Minority	9%	9%	8%
Non-Minority	91	92	92
Male	58%	56%	55%
Female	42	44	45
Part Time (0-6 cr. hrs.)	43%	47%	46%
Full Time (7-- cr. hrs.)	57	53	54
Vocational/Occu. (C.C. only)	56%	64%	62%
General Education (C.C. only)	44	36	38
Median Age Range	25-29	25-29	25-29

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

EL PASO COMMUNITY COLLEGE (EPCC)

HISTORICAL BACKGROUND:

The Colorado General Assembly created El Paso Community College in 1967, along with the passage of the Community Colleges and Occupational Education Act. Section 23-62-101, C.R.S. 1973, established EPCC as a state educational institution and outlined the objects of the college as:

> . . . . to provide and offer educational programs to meet the occupational needs of youth and adults in technical and vocational fields; to provide two-year transfer educational programs to qualify students for admission to the junior year at other colleges and universities; and to provide a broad range of programs of personal and vocational education for adults.

Section 23-62-103, C.R.S. 1973 further provided that:

> The El Paso Community College shall remain always a two-year community college and shall admit all high school graduates and other students with comparable qualifications. In addition, any person, regardless of any previous academic experience, may be enrolled in any courses which he can reasonably be expected to successfully complete

El Paso Community College has been designated as an area vocational school to serve secondary, postsecondary and adult students seeking career preparation training.

El Paso Community College is currently seeking to change its name to Pike's Peak Community College.

INSTITUTIONAL TYPE:

Current: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

CCHE
Planned: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

El Paso Community College shall continue to serve as the community college and area vocational-technical center in Colorado Springs. The college shall continue to provide a broad curriculum including one and two-year occupational programs designed to prepare students for employment, occupational programs to allow students to improve their present job skills, lower division college transfer programs to prepare students to enter colleges and universities at the junior year, developmental courses to enable students to pursue occupational and educational goals, and courses and programs designed to meet the needs for continuing education and community service. The institution shall provide remedial instruction in basic skill development and GED preparation.

The institution shall maintain an intimate knowledge of its service area and shall report regularly to its advisory council, SBCCOE and CCHE. The EPCC "campus" is its entire service area and the institution shall use outlying resources -- including community facilities and residents as instructors and resource personnel -- in fulfilling its role.

SERVICE AREA:

El Paso Community College service area is the "Pikes Peak" region, including the military installations.

CLIENTELE AND ENTRANCE INDICATORS:

EPCC shall continue to be an open-door institution; that is, youth and adults who can profit from instruction offered by the college will be admitted subject to the availability of institutional resources.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

El Paso Community College confers associate degrees and awards certificates: in 1976-77 certificates represented 29% and associate degrees 71% of the institution's total. Among the institutions of higher education statewide, El Paso awarded 22.8% of the certificates and 15.0% of the associate degrees.

A profile of broad HEGIS subject field areas in which degrees and certificates were awarded in 1976-77 is presented below:

	Certificate	Associate Degree
Arts & Science Gen. Programs		35%
Science or Engineering Related occup. curriculums		
Data Processing	1%	2
Health Services	21	7
Mechanical & Engr. Tech.	23	12
Natural Science		1
Non-science & non-engr. organized occup. curr.		
Business and Commerce Tech.	21	27
Public Service Related	34	16
TOTAL	100%	100%

Unique Undergraduate Programs

Program	Degree/Certificate
Industrial Building Maintenance	Certificate
Social Services Technician	Certificate & Associate

INSTITUTIONAL DATA: (El Paso Community College)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE:			
Full-Time-Equivalent (FTE)			
Academic Year	3,740	3,890	4,430
Summer Term	540	460	570
Fiscal Year	4,280	4,350	5,000
Headcount (HDCT) Students			
Fall Term	5,684	6,155	6,675
Summer Term	2,571	2,288	2,675

Institutionally Provided Data*

	Actual 1976-77	Planned 1978-79	Projected 1982-83
Ratios			
Fall HDCT/Acad. Yr. FTE	1.52	1.58	1.41
Fall HDCT/Fiscal Yr. FTE	1.33	1.41	1.25
Lower Division FTE	100%	100%	100%
Upper Division FTE			
Grad. I FTE			
Grad. II FTE			
Lower Division HDCT	100%	100%	100%
Upper Division HDCT			
Grad. I HDCT			
Grad. II HDCT			
Non-Degree/Special HDCT			
Resident	93%	90%	87%
Non-Resident	7	10	13
Minority	16%	18%	20%
Non-Minority	84	82	80
Male	61%	60%	58%
Female	39	40	42
Part Time (0-6 cr. hrs.)	28%	27%	25%
Full Time (7-- cr. hrs.)	72	73	75
Vocational/Occu. (C.C. only)	56%	60%	60%
General Education (C.C. only)	44	40	40
Median Age Range	25-29	25-29	25-29

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

LAMAR COMMUNITY COLLEGE (LCC)

HISTORICAL BACKGROUND:

Lamar Junior College was organized in southeastern Colorado in 1937, as a private junior college. In 1946, the citizens of Prowers and Baca counties voted to form a junior college district under the enabling legislation passed by the State Legislature in 1939. In 1947, Baca County withdrew from the district and Prowers County supported the college until 1968, when it joined the Colorado State System of Community Colleges under the provisions of the Community Colleges and Occupational Educational act of 1967. This legislation provided in Section 23-60-205, C.R.S. 1973, that the community colleges:

> . . . . shall have unrestricted admissions for high school graduates or students with comparable qualifications. In addition, any person, regardless of any previous academic experience, may be enrolled in any courses which he can reasonably be expected to successfully complete.

Lamar Community College has been designated as an area vocational school to serve secondary, postsecondary and adult students seeking career preparation training.

INSTITUTIONAL TYPE:

Current: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

CCHE
Planned: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

LCC shall continue to offer a broad range of certificate and two-year programs including occupational programs which prepare students for employment, academic courses acceptable for transfer to four-year institutions, basic skills programs for job entry, upgrading and retraining, and short-term avocational programs.

The institution shall maintain an intimate knowledge of the educational needs of its service area and shall report regularly on those needs to its advisory council, SBCCOE and CCHE. The LCC "campus" is its entire service area and the institution shall utilize outlying resources -- including community facilities and residents as instructors and resource personnel -- in fulfilling its role.

SERVICE AREA:

The service area of Lamar Community College is the high plains of southeastern Colorado and the surrounding tri-state area. Programs in horse training and management draw from a national pool of students.

CLIENTELE AND ENTRANCE INDICATORS:

Lamar Community College shall continue to be an open-door institution serving all youth and adults who can benefit from and avail themselves of a postsecondary program of two years or less.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

Lamar Community College confers associate degrees and awards certificates: in 1976-77 certificates represented 45.5% and associate degrees 54.5% of the institution's total. Among the institutions of higher education state-wide, Lamar Community College awarded 4.3% of the certificates and 1.4% of the associate degrees.

A profile of broad HEGIS subject field areas in which degree and certificates were awarded in 1976-77 is presented below:

	Certificate	Associate Degree
Arts & Science Gen. Programs		96%
Science or Engineering Related occup. curriculums		
Data Processing		
Health Services		
Mechanical & Engr. Tech.	8%	4
Natural Science	44	
Non-science & non-engr. organized occup. curr.		
Business and Commerce Tech.	48	
Public Service Related		
TOTAL	100%	100%

Unique Undergraduate Programs

Program	Degree /Certificate
Horse Training and Management	Certificate
Autioneering	Certificate

INSTITUTIONAL DATA: (Lamar Community College)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE:			
Full-Time-Equivalent (FTE)			
Academic Year	423	455	475
Summer Term	21	20	25
Fiscal Year	444	475	500
Headcount (HDCT) Students			
Fall Term	639	730	735
Summer Term	119	120	100

Institutionally Provided Data*

	Actual 1976-77	Planned 1978-79	Projected 1982-83
Ratios			
Fall HDCT/Acad. Yr. FTE	1.51	1.60	1.55
Fall HDCT/Fiscal Yr. FTE	1.44	1.53	1.47
Lower Division FTE	100%	100%	100%
Upper Division FTE			
Grad. I FTE			
Grad. II FTE			
Lower Division HDCT	100%	100%	100%
Upper Division HDCT			
Grad. I HDCT			
Grad. II HDCT			
Non-Degree/Special HDCT			
Resident	89%	90%	95%
Non-Resident	11	10	5
Minority	5%	10%	20%
Non-Minority	95	90	80
Male	47%	47%	47%
Female	53	53	53
Part Time (0-6 cr. hrs.)	13%	14%	15%
Full Time (7-- cr. hrs.)	87	86	85
Vocational/Occu. (C.C. only)	44%	48%	50%
General Education (C.C. only)	56	52	50
Median Age Range	18-20	18-22	18-24

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

MORGAN COMMUNITY COLLEGE (MCC)

HISTORICAL BACKGROUND:

In 1964, a committee was formed to consider the feasibility of establishing a junior or community college district, and in 1967, Senate Bill #405 was signed into law, creating Morgan County Junior College District. In 1970, classes began, and in 1973, the citizens voted in favor of the college joining the state system of community colleges. Section 23-60-205, C.R.S. 1973, provided that the community colleges:

> . . . shall have unrestricted admissions for high school graduates or students with comparable qualifications. In addition, any person, regardless of any previous academic experience, may be enrolled in any courses which he can reasonably be expected to successfully complete.

Morgan Community College has been designated as an area vocational school to serve secondary, postsecondary and adult students seeking career preparation training.

INSTITUTIONAL TYPE:

Current: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

CCHE
Planned: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

Morgan Community College shall continue to offer a broad spectrum of general, occupational and vocational two-year programs.

As necessary, the institution shall provide remedial programs in basic adult education, basic skill development and GED preparation. The institution shall maintain an intimate knowledge of educational needs in its service area and shall report regularly on those needs to its advisory council, SBCCOE and CCHE. The MCC "campus" is its entire service area and the institution shall continue to utilize community resources -- including community facilities for classrooms and residents as instructors and resource personnel -- in fulfilling its role.

SERVICE AREA:

Morgan Community College is responsible for providing assessment of educational needs and providing instruction within Morgan, Washington, Yuma and Kit Carson counties, eastern Adams and Arapahoe counties, and the eastern, northern and central portions of Elbert County.

CLIENTELE AND ENTRANCE INDICATORS:

The institution shall continue to be open-door; that is, it will provide instruction to all youth and adults who can benefit from such instruction.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

Morgan Community College offers certificate and associate degree programs in the general program categories listed below. In 1976-77 certificates represented 10.5% and associate degrees 89.5% of the institution's total awards. Among the institutions of higher education state-wide, Morgan awarded 0.2% of the certificates and 0.4% of the associate degrees.

A profile of broad HEGIS subject field areas in which degrees and certificates were awarded in 1976-77 is presented below.

	Certificate	Associate Degree
Arts & Science Gen. Programs		24%
Science or Engineering Related occup. curriculums		
Data Processing		
Health Services		
Mechanical & Engr. Tech.		18
Natural Science		23
Non-science & non-engr. organized occup. curr.		
Business and Commerce Tech.	100%	35
Public Service Related		
TOTAL	100%	100%

Unique Undergraduate Programs *

Program

Dairy Technology
Elevator and Feedmill Technology
Liquified Petroleum Gas Technology
Swine Technology

* Certificate and/or Associate Degree

INSTITUTIONAL DATA: (Morgan Community College)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE:			
Full-Time-Equivalent (FTE)			
Academic Year	285	307	360
Summer Term	16	28	40
Fiscal Year	301	335	400
Headcount (HDCT) Students			
Fall Term	445	565	600
Summer Term	109	165	235

Institutionally Provided Data*

Ratios			
Fall HDCT/Acad. Yr. FTE	1.56	1.84	1.67
Fall HDCT/Fiscal Yr. FTE	1.48	1.68	1.50
Lower Division FTE	100%	100%	100%
Upper Division FTE			
Grad. I FTE			
Grad. II FTE			
Lower Division HDCT	100%	100%	100%
Upper Division HDCT			
Grad. I HDCT			
Grad. II HDCT			
Non-Degree/Special HDCT			
Resident	96%	95%	95%
Non-Resident	4	5	5
Minority	11%	12%	12%
Non-Minority	89	88	88
Male	46%	46%	46%
Female	54	54	54
Part Time (0-6 cr. hrs.)	52%	52%	50%
Full Time (7-- cr. hrs.)	48	48	50
Vocational/Occu. (C.C. only)	60%	60%	60%
General Education (C.C. only)	40	40	40
Median Age Range	25-29	29-29	25-29

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

OTERO JUNIOR COLLEGE (OJC)

HISTORICAL BACKGROUND:

Otero Junior College began classes in the fall of 1941. The college was first named La Junta Junior College and was operated by La Junta School District Number 11. The college program, according to state law, was technically classified as a continuation school. An election in 1949 approved formation of the Otero County Junior College District and the county took over support of the college. In 1956, the College Governing Board elected to take over the existing facilities from the La Junta school district and the name was changed to Otero Junior College.

In 1967, the 46th General Assembly of the State of Colorado passed a law creating a state system of community colleges. Existing junior colleges were given the option of joining this system with the approval of the qualified voters of their respective junior college districts. In February 1968 the voters of Otero County Junior College District voted in favor of Otero Junior College joining the state system.

Section 23-60-205, C.R.S. 1973, provides that the community colleges:

> . . . shall have unrestricted admissions for high school graduates or students with comparable qualifications. In addition, any person, regardless of any previous academic experience, may be enrolled in any courses which he can reasonably be expected to successfully complete.

Otero Junior College has been designated as an area vocational school to serve secondary, postsecondary and adult students seeking career preparation training.

INSTITUTIONAL TYPE:

Current:	Two-Year College (Carnegie) Comprehensive Two-Year Institution (Colo. Descriptor)
CCHE Planned:	Two-Year College (Carnegie) Comprehensive Two-Year Institution (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

Otero Junior College shall continue to offer a broad range of certificate and two-year occupational and academic short-term vocational programs. GED preparation, basic skills development and adult basic education remedial instruction shall also be provided.

The institution shall maintain an intimate knowledge of educational needs in its service area and shall report regularly on those needs to its advisory council, SBCCOE and CCHE. The "campus" of OJC is its entire service area and the institution shall utilize community resources -- including community facilities for classrooms and residents as instructors and resource personnel -- in fulfilling its role.

SERVICE AREA:

Otero Junior College is responsible for providing assessment of educational needs, instruction and community service within Crowley, Otero and Bent counties.

CLIENTELE AND ENTRANCE INDICATORS:

The institution shall continue to be open-door; that is, it will provide instruction to all youth and adults who can benefit from such instruction.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

Otero Junior College confers associate degrees and awards certificates: in 1976-77 certificates represented 44% and associate degrees 56% of the institution's total. Among the institutions of higher education state-wide, Otero awarded 6.4% of the certificates and 2.2% of the associate degrees.

A profile of broad HEGIS subject field areas in which degrees and certificates were awarded in 1976-77 is presented below:

	Certificate	Associate Degree
Arts & Science Gen. Programs		75%
Science or Engineering Related occup. curriculums		
Data Processing	5.5%	2
Health Services	30	
Mechanical & Engr. Tech.	28	6
Natural Science	1	7
Non-science & non-engr. organized occup. curr.		
Business and Commerce Tech.	30	7
Public Service Related	5.5	3
TOTAL	100%	100%

Unique Undergraduate Programs

Program	Degree/Certificate
Building Maintenance	Certificate
Alcohol Drug Counselor Training	Associate

INSTITUTIONAL DATA: (Otero Junior College)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE:			
Full-Time-Equivalent (FTE)			
Academic Year	621	518	550
Summer Term	33	32	50
Fiscal Year	654	550	600
Headcount (HDCT) Students			
Fall Term	1.219	1.130	1.200
Summer Term	284	155	175

Institutionally Provided Data*

Ratios			
Fall HDCT/Acad. Yr. FTE	1.96	2.18	2.18
Fall HDCT/Fiscal Yr. FTE	1.86	2.05	2.00
Lower Division FTE	100%	100%	100%
Upper Division FTE			
Grad. I FTE			
Grad. II FTE			
Lower Division HDCT	100%	100%	100%
Upper Division HDCT			
Grad. I HDCT			
Grad. II HDCT			
Non-Degree/Special HDCT			
Resident	95%	95%	95%
Non-Resident	5	5	5
Minority	36%	36%	36%
Non-Minority	64	64	64
Male	56%	52%	52%
Female	44	48	48
Part Time (0-6 cr. hrs.)	52%	55%	55%
Full Time (7-- cr. hrs.)	48	45	45
Vocational/Occu. (C.C. only)	23%	35%	35%
General Education (C.C. only)	77	65	65
Median Age Range	21-24	21-24	21-24

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

TRINIDAD STATE JUNIOR COLLEGE (TSJC)

HISTORICAL BACKGROUND:

An act of the Legislature of the State of Colorado in April 1925, authorized the establishment of a junior college at Trinidad, creating the first junior college in the State. Until 1935, the College was operated in conjunction with Trinidad High School, and in that year it moved to its present site. In 1937, the State Legislature passed an act enabling counties to organize a Junior College District. In 1968 the College joined the state system of community colleges, under the provisions of the Community Colleges and Occupational Education act of 1967. This legislation, covered in Section 23-60-205, C.R.S. 1973, provides that community colleges:

> . . . . shall have unrestricted admissions for high school graduates or students with comparable qualifications. In addition, any person, regardless of any previous academic experience, may be enrolled in any courses which he can reasonably be expected to successfully complete.

Trinidad State Junior College has been designated as an area vocational school to serve secondary, postsecondary and adult students seeking career preparation training.

INSTITUTIONAL TYPE:

Current: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

CCHE
Planned: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

Trinidad State Junior College shall continue to provide vocational training for specific trades and industries, transfer programs to fulfill the lower division requirements of a college education in liberal arts or the professions, and continuing education for job upgrading or retraining, or for self-improvement of the individual students. Additionally, the College shall continue its programs in basic education, adult education and community service to meet educational needs and to upgrade general education in its service area.

The institution shall maintain an intimate knowledge of educational needs in its service area and shall report regularly on those needs to its advisory council, SBCCOE and CCHE. The "campus" of TSJC is its entire service area and the institution shall utilize community resources -- including community facilities for classrooms and residents as instructors and resource personnel -- in fulfilling its role.

SERVICE AREA:

Trinidad State Junior College is responsible for providing assessment of educational needs and instruction within Huerfano and Las Animas counties. In cooperation with SBCCOE and CCHE, the potential for expanded service to northern New Mexico will continue to be explored.

CLIENTELE AND ENTRANCE INDICATORS:

The institution shall continue to be open-door; that is, it will provide instruction to all youth and adults who can benefit from such instruction.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

Trinidad offers certificate and associate degree programs in the general programs categories listed below. In 1976-77, certificates represented 41% and associate degrees 59% of the institution's total awards. Among the institutions of higher education state-wide, Trinidad awarded 9.4% of the certificates and 3.7% of the associate degrees.

A profile of broad HEGIS subject field areas in which degrees and certificates were awarded in 1976-77 is presented below.

	Certificate	Associate Degree
Arts & Science Gen. Programs	23%	39%
Science or Engineering Related occup. curriculums		
Data Processing		2
Health Services	15	
Mechanical & Engr. Tech.	24	27
Natural Science		
Non-science & non-engr. organized occup. curr.		
Business and Commerce Tech.	14	4
Public Service Related	24	28
TOTAL	100%	100%

Unique Undergraduate Programs

Program	Degree/Certificate
Gunsmithing	Associate & Certificate
Mining Technology	Associate
Computer Maintenance	Associate

INSTITUTIONAL DATA: (Trinidad State Junior College

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE:			
Full-Time-Equivalent (FTE)			
Academic Year	1,043	1,114	1,114
Summer Term	97	86	86
Fiscal Year	1,140	1,200	1,200
Headcount (HDCT) Students			
Fall Term	1,425	1,482	1,482
Summer Term	492	432	432

Institutionally Provided Data*

Ratios			
Fall HDCT/Acad. Yr. FTE	1.37	1.37	1.37
Fall HDCT/Fiscal Yr. FTE	1.25	1.25	1.25
Lower Division FTE	100%	100%	100%
Upper Division FTE			
Grad. I FTE			
Grad. II FTE			
Lower Division HDCT	100%	100%	100%
Upper Division HDCT			
Grad. I HDCT			
Grad. II HDCT			
Non-Degree/Special HDCT			
Resident	80%	80%	80%
Non-Resident	20	20	20
Minority	40%	40%	40%
Non-Minority	60	60	60
Male	59%	60%	60%
Female	41	40	40
Part Time (0-6 cr. hrs.)	43%	40%	40%
Full Time (7-- cr. hrs.)	57	60	60
Vocational/Occu. (C.C. only)	49%	49%	49%
General Education (C.C. only)	51	51	51
Median Age Range	21-24	21-24	21-24

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

AIMS COMMUNITY COLLEGE (AIMS)

HISTORICAL BACKGROUND:

In the summer of 1966 a citizens' committee representing Weld County school districts recommended formation of a junior college district, and it was approved by the voters in January of 1967. In September 1967, Aims Community College opened, with an initial enrollment of 900 students.

The Junior College Organization Act of 1975, which replaced Section 23 of Article 60, the 1967 legislation covering Local Junior Colleges, provides that these shall be institutions which provide:

> . . . not more than two years of training in the arts, sciences, and humanities beyond the twelfth grade of the public school curriculum or vocational education and which conducts occupational, technical, and community service programs, with no term limitations and general education, including college transfer programs, with unrestricted admissions.

Aims Community College has been designated as an area vocational school to serve secondary, postsecondary and adult students seeking career preparation training.

INSTITUTIONAL TYPE:

Current: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

CCHE
Planned: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

Aims Community College shall continue to provide occupational and vocational education programs to help prepare students for initial employment or for those who desire to upgrade their present skills, college courses for those who desire to complete an Associate of Arts Degree and/or transfer to another institution, and general and developmental education programs and GED programs designed to meet the needs of those who are not attending high school and desire further education toward the GED certificate.

Community services will continue to be available for the entire service area to insure that the total population, young and old, receive full benefit from college participation.

The institution shall maintain an intimate knowledge of educational needs in its service area and shall report regularly on those needs to its governing board, SBCCOE and CCHE. The "campus" of Aims is its entire service area and the institution shall utilize resources -- including community facilities for classrooms and residents as instructors and resource personnel -- in fulfilling its role.

SERVICE AREA:

Aims Community College is responsible for providing assessment of educational needs and instruction within Weld and Larimer counties.

CLIENTELE AND ENTRANCE INDICATORS:

The institution shall continue to be open-door; that is, it will provide instruction to all youth and adults who can benefit from such instruction.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

Aims Community College offers certificate and associate degree programs in the general program categories listed below. In 1976-77, certificates represented 11% and associate degrees 89% of the institution's total awards. Among the institutions of higher education state-wide, Aims Community College awarded 2.8% of the certificates and 6.3% of the associate degrees.

A profile of broad HEGIS subject field areas in which degrees and certificates were awarded in 1976-77 is presented below:

	Certificate	Associate Degree
Arts & Science Gen. Programs		54%
Science or Engineering Related occup. curriculums		
Data Processing		2
Health Services		
Mechanical & Engr. Tech.	12	20
Natural Science		
Non-science & non-engr. organized occup. curr.		
Business and Commerce Tech.	64	19
Public Service Related	24	5
TOTAL	100%	100%

INSTITUTIONAL DATA: (Aims College)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE:			
Full-Time-Equivalent (FTE)			
Academic Year	2,248	2,550	3,015
Summer Term	287	350	485
Fiscal Year	2,535	2,900	3,500
Headcount (HDCT) Students			
Fall Term	4,040	4,700	5,640
Summer Term	1,811	2,200	2,915
Institutionally Provided Data*			
Ratios			
Fall HDCT/Acad. Yr. FTE	1.80	1.84	1.87
Fall HDCT/Fiscal Yr. FTE	1.59	1.62	1.61
Lower Division FTE	100%	100%	100%
Upper Division FTE			
Grad. I FTE			
Grad. II FTE			
Lower Division HDCT	88%	86%	85%
Upper Division HDCT			
Grad. I HDCT			
Grad. II HDCT			
Non-Degree/Special HDCT	12	14	15
Resident	96%	96%	96%
Non-Resident	4	4	4
Minority	19%	18%	18%
Non-Minority	81	82	82
Male	50%	48%	47%
Female	50	52	53
Part Time (0-6 cr. hrs.)	30%	30%	30%
Full Time (7-- cr. hrs.)	70	70	70
Vocational/Occu. (C.C. only)	49%	51%	53%
General Education (C.C. only)	51	49	47
Median Age Range	26-30	26-30	28-32

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

COLORADO MOUNTAIN COLLEGE (CMC)

HISTORICAL BACKGROUND:

Colorado Mountain College was established by a vote of the taxpayers of its district in 1965. The first students were enrolled on both the East Campus at Leadville and the West Campus at Glenwood Springs in 1967.

The Junior College Organization Act of 1975, which replaced Section 23 of Article 60, the 1967 legislation covering Local Junior Colleges, provides that these shall be institutions which provide:

> . . . . not more than two years of training in the arts, sciences, and humanities beyond the twelfth grade of the public high school curriculum or vocational education and which conducts occupational, technical, and community service programs, with no term limitations and general education, including college transfer programs, with unrestricted admissions.

Colorado Mountain College has been designated as an area vocational school to serve secondary, postsecondary and adult students seeking career preparation training.

INSTITUTIONAL TYPE:

Current: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

CCHE
Planned: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

Colorado Mountain College shall continue to offer a broad range of vocational, technical, college transfer and self-enrichment programs and courses. There will be continued support for the institution's establishment of continuing education centers located throughout the entire district. Continuing education centers offer educational opportunities for the district's people isolated by distance and terrain from two campuses located in Leadville and near Glenwood Springs, the major population areas of the district. GED preparation, basic skills development, and adult basic remedial instruction shall also be provided.

The institution shall maintain an intimate knowledge of educational needs in its service area and shall report regularly on those needs to its governing board, SBCCOE and CCHE. The "campus" of CMC is its entire service area and the institution shall continue to utilize outlying resources -- including community facilities for classrooms and residents as instructors and resource personnel -- in fulfilling its role.

SERVICE AREA:

Colorado Mountain College serves the five-county district of Pitkin, Garfield, Eagle, Lake and Summit, as well as Chaffee. The district encompasses approximately 5,700 square miles (175 miles east to west and 74 miles north to south).

CLIENTELE AND ENTRANCE INDICATORS:

The institution shall continue to be open-door; that is, it will provide instruction to all youth and adults who can benefit from such instruction.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

Colorado Mountain College offers certificate and associate degree programs in the general program categories listed below. In 1976-77, certificates represented 22% and associate degrees 78% of the institution's total awards. Among the institutions of higher education state-wide, Colorado Mountain College awarded 4.4% of the certificates and 4.9% of the associate degrees.

A profile of broad HEGIS subject field areas in which degrees and certificates were awarded in 1976-77 is presented below.

	Certificate	Associate Degree
Arts & Science Gen. Programs		46%
Science or Engineering Related occup. curriculums		
Data Processing		
Health Services		16
Mechanical & Engr. Tech.	7%	4
Natural Science	36	8
Non-science & non-engr. organized occup. curr.		
Business and Commerce Tech.	51	24
Public Service Related	6	2
TOTAL	100%	100%

Unique Undergraduate Programs

Program	Degree/Certificate
Animal Health Technology	Associate
Natural Resources Management	Certificate
Ski Area Technology	Certificate

INSTITUTIONAL DATA: (Colorado Mountain College)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE:			
Full-Time-Equivalent (FTE)			
Academic Year	1,713	1,818	2,205
Summer Term	156	160	195
Fiscal Year	1,869	1,978	2,400
Headcount (HDCT) Students			
Fall Term	4.460	5,100	6,190
Summer Term	2,196	2,331	2,830

Institutionally Provided Data*

Ratios			
Fall HDCT/Acad. Yr. FTE	2.60	2.81	2.81
Fall HDCT/Fiscal Yr. FTE	2.39	2.58	2.58
Lower Division FTE	100%	100%	100%
Upper Division FTE			
Grad. I FTE			
Grad. II FTE			
Lower Division HDCT	100%	100%	100%
Upper Division HDCT			
Grad. I HDCT			
Grad. II HDCT			
Non-Degree/Special HDCT			
Resident	94%	94%	93%
Non-Resident	6	6	7
Minority	8%	9%	9%
Non-Minority	92	91	91
Male	36%	38%	40%
Female	64	62	60
Part Time (0-6 cr. hrs.)	84%	73%	70%
Full Time (7-- cr. hrs.)	16	27	30
Vocational/Occu. (C.C. only)	32%	42%	42%
General Education (C.C. only)	68	58	58
Median Age Range	25	25	25

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

COLORADO NORTHWESTERN COMMUNITY COLLEGE (CNCC)

HISTORICAL BACKGROUND:

In 1960, Colorado Northwestern Community College at Rangely was started as a branch of Mesa College of Grand Junction. Rangely Junior College District was formed in 1970.

The Junior College Organization Act of 1975, which replaced Section 23 of article 60, the 1967 legislation covering Local Junior Colleges, provides that these shall be institutions which provide:

> . . . not more than two years of training in the arts, sciences, and humanities beyond the twelfth grade of the public high school curriculum or vocational education and which conducts occupational, technical, and community service programs, with no term limitations and general education, including college transfer programs, with unrestricted admissions.

CNCC is the only institution in a five-county area of northwestern Colorado that encompasses some 13,809 square miles. The College has been officially designated by the State Board of Community Colleges and Occupational Education as the Educational Service Center for the five counties of Rio Blanco, Routt, Moffat, Jackson and Grand.

INSTITUTIONAL TYPE:

Current: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

CCHE
Planned: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

During the planning period, CNCC shall continue to provide, for potential transfer students, two-year educational curriculum which qualifies students for admission to a senior college or university; for career/occupational students, programs that provide opportunities for gaining specific knowledge and skills in selected vocational and technical fields; and for service area residents, a career and outreach education program that affords the opportunity for participation in academic, occupational, cultural and recreational programs according to individual needs and interests. GED preparation, basic skills development and adult basic remedial instruction shall also be provided.

The institution shall maintain an intimate knowledge of educational needs in its service area and shall report regularly on those needs to its governing board, SBCCOE and CCHE. The "campus" of CNCC is its entire service area and the institution shall utilize resources -- including community facilities for classrooms and residents as instructors and resource personnel -- in fulfilling its role.

SERVICE AREA:

Colorado Northwestern Community College is responsible for providing assessment of educational needs and instruction within the counties of Moffat, Routt, Jackson, Grand and Rio Blanco.

CLIENTELE AND ENTRANCE INDICATORS:

The institution shall continue to be open-door; that is, it will provide instruction to all youth and adults who can benefit from such instruction.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

Colorado Northwestern Community College confers associate degrees and awards certificates; in 1976-77 certificates represented 28% and associate degrees 72% of the institution's total. Among the institutions of higher education state-wide, Colorado Northwestern awarded 2.5% of the certificates and 1.8% of the associate degrees.

A profile of broad HEGIS subject field areas in which degrees and certificates were awarded in 1976-77 is presented below:

	Certificate	Associate Degree
Arts & Science Gen. Programs		63%
Science or Engineering Related occup. curriculums		
Data Processing		
Health Services		23
Mechanical & Engr. Tech.	14%	9
Natural Science	79	
Non-science & non-engr. organized occup. curr.		
Business and Commerce Tech.		5
Public Service Related	7	
TOTAL	100%	100%

Unique Undergraduate Programs

Programs	Degrees/Certificates
Career Pilot	Associate & Certificate
School of Horseshoeing	Certificate

INSTITUTIONAL DATA: (Colorado Northwestern Community College)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE:			
Full-Time-Equivalent (FTE)			
Academic Year	441	480	615
Summer Term	29	40	85
Fiscal Year	470	520	700
Headcount (HDCT) Students			
Fall Term	1,360	1,506	1,750
Summer Term	591	600	700

Institutionally Provided Data*

	Actual 1976-77	Planned 1978-79	Projected 1982-83
Ratios			
Fall HDCT/Acad. Yr. FTE	3.08	3.01	2.85
Fall HDCT/Fiscal Yr. FTE	2.90	2.09	2.50
Lower Division FTE	100%	100%	100%
Upper Division FTE			
Grad. I FTE			
Grad. II FTE			
Lower Division HDCT	100%	100%	100%
Upper Division HDCT			
Grad. I HDCT			
Grad. II HDCT			
Non-Degree/Special HDCT			
Resident	73%	73%	73%
Non-Resident	27	27	27
Minority	15%	15%	15%
Non-Minority	85	85	85
Male	55%	55%	55%
Female	45	45	45
Part Time (0-6 cr. hrs.)	49%	49%	49%
Full Time (7-- cr. hrs.)	51	51	51
Vocational/Occu. (C.C. only)	44%	47%	50%
General Education (C.C. only)	56	53	50
Median Age Range	18-20	20-30	20-30

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

NORTHEASTERN JUNIOR COLLEGE (NJC)

HISTORICAL BACKGROUND:

Northeastern Junior College was founded in 1941 when articles of incorporation were filed by local citizens. Classes started in September of 1941 as an extension of the public school system. In 1944 the citizens of Logan County voted tax support and a junior college district, co-extensive with Logan County, was organized under Colorado Law providing for the establishment of junior colleges. Shortly after, the name was changed to Sterling Junior College. In 1950 the name was again changed, to Northeastern Colorado Junior College, and it was accredited by North Central Association as a junior college in 1964.

The Junior College Organization Act of 1975, which replaced Section 23 of Article 60, the 1967 legislation covering Local Junior Colleges, provides that these shall be institutions which provide:

> . . . not more than two years of training in the arts, sciences, and humanities beyond the twelfth grade of the public high school curriculum or vocational education and which conducts occupational, technical, and community service programs, with no term limitations and general education, including college transfer programs, with unrestricted admissions.

Northeastern Junior College has been designated as an area vocational school to serve secondary, postsecondary and adult students seeking career preparation training.

INSTITUTIONAL TYPE:

Current: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

CCHE
Planned: Two-Year College (Carnegie)
Comprehensive Two-Year Institution (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

Northeastern Junior College shall continue its comprehensive offerings of transfer, occupational and community service courses and programs. As a designated area vocational school, it shall extend its programs and services to occupational clientele in cooperation with public school districts.

The institution shall also be responsible for GED preparation and adult basic skills remedial instruction. The institution shall maintain an intimate knowledge of its service area and shall report regularly on service area needs to its governing board, SBCCOE and CCHE. The "campus" of NJC is its entire service area and the institution shall utilize outlying resources -- including community facilities and residents as instructors and resource personnel -- in fulfilling its role.

SERVICE AREA:

Northeastern Junior College is responsible for providing assessment of educational needs and providing instruction within Logan, Sedgwick, Phillips, Washington and Yuma counties. In Washington and Yuma counties all offerings will be coordinated with Morgan Community College.

CLIENTELE AND ENTRANCE INDICATORS:

The institution shall continue to be open-door; that is, it will provide instruction to all youth and adults who can benefit from such instruction.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

Program Emphasis

Northeastern Junior College offers certificate and associate degree programs in the general program categories listed below. In 1976-77, certificates represented 18% and associate degrees 82% of the institution's total awards. Among the institutions of higher education state-wide, Northeastern Junior College awarded 5.4% of the certificates and 6.7% of the associate degrees.

A profile of broad HEGIS subject field areas in which degrees and certificates were awarded in 1976-77 is presented below:

	Certificate	Associate Degree
Arts & Science Gen. Programs		63%
Science or Engineering Related occup. curriculums		
Data Processing		
Health Services	30%	
Mechanical & Engr. Tech.	4	13
Natural Science	2	10
Non-science & non-engr. organized occup. curr.		
Business and Commerce Tech.	58	12
Public Service Related	6	2
TOTAL	100%	100%

INSTITUTIONAL DATA: (Northeastern Junior College)

	Actual 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE:			
Full-Time-Equivalent (FTE)			
Academic Year	1,154	1,283	1,330
Summer Term	58	65	70
Fiscal Year	1,212	1,350	1,400
Headcount (HDCT) Students			
Fall Term	1,979	2,125	2,210
Summer Term	367	400	435
Institutionally Provided Data*			
Ratios			
Fall HDCT/Acad. Yr. FTE	1.71	1.65	1.66
Fall HDCT/Fiscal Yr. FTE	1.63	1.58	1.59
Lower Division FTE	100%	100%	100%
Upper Division FTE			
Grad. I FTE			
Grad. II FTE			
Lower Division HDCT	100%	100%	100%
Upper Division HDCT			
Grad. I HDCT			
Grad. II HDCT			
Non-Degree/Special HDCT			
Resident	93%	93%	94%
Non-Resident	7	7	6
Minority	4%**	5%	7%
Non-Minority	96**	95	93
Male	56%	50%	50%
Female	44	50	50
Part Time (0-6 cr. hrs.)	22%	30%	32%
Full Time (7-- cr. hrs.)	78	70	68
Vocational/Occu. (C.C. only)	34%	40%	42%
General Education (C.C. only)	66	60	58
Median Age Range	27	27	27

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

** Estimate

TECHNICAL COMMUNITY COLLEGE OF PUEBLO (TCC-P)
(Preliminary Name)

Note: As noted in the role statement for the University of Southern Colorado (USC), CCHE recommends separation of the technical two-year programs from USC and re-creating an autonomous two-year institution in Pueblo by 1982-83. This statement provides the perceived role of that institution.

HISTORICAL BACKGROUND:

The Technical Community College of Pueblo would be based on the component of USC which originated as San Isabel Junior College of Pueblo in 1933, became Southern Colorado Junior College in 1934, and later in 1934, Pueblo Junior College. A 1975 amendment, incorporated as Section 23-55-101 designated the following relevant objectives for the two year component:

a. To provide and offer programs in a technical community college. For the purposes of this paragraph (a), "technical community college" means an institution offering approved postsecondary programs for credit and performing the functions of an area vocational school in conformity with standards established by the State Board for Community Colleges and Occupational Education. Tuition equalization shall be established in accordance with the provisions of the State system of community and technical colleges.

b. The university may provide and offer instructionin adult education on a terminal basis and confer all degrees and certificates appropriate to the courses of study offered. . .

The institution is also a designated area vocational school.

INSTITUTIONAL TYPE:

Current: Non-Existent

CCHE
Planned: Two-Year College (Carnegie)
Special Purpose Two-Year Institution -- Technical Community College (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

During the planning period TCC-P shall develop autonomous and non-transferable vocational-technical certificate and associate degree programs of two years or less. In so doing, the institution shall provide only those academic support courses which fulfill associate degree vocational program requirements. TCC-P also has a role related to remedial instruction in basic skill development for those students enrolled in the College's vocational programs and in remedial adult basic education and GED preparation. The institution shall continue its efforts in non-degree adult and apprenticeship vocational-technical programming and shall remain a designated area vocational school.

The institution will be based in the Orman facilities, but the entire service area will be considered the "campus" of TCC-P. The institution shall maintain an intimate knowledge of and satisfy the vocational-technical education needs within its mission and service area and report regularly on those needs to its local council, SBCCOE and CCHE. It is expected that the institution will utilize community resources, including community buildings for classrooms and qualified residents as instructors and resource personnel.

SERVICE AREA:

The Technical Community College of Pueblo will be responsible for the assessment of vocational education needs and offering related postsecondary instruction within Custer, Fremont and Pueblo counties.

CLIENTELE AND ENTRANCE INDICATORS:

The Technical Community College of Pueblo shall be an open-door institution serving all youth and adults who can benefit from and avail themselves of postsecondary vocational programming of two years or less and remedial instruction as described in the role statement.

PROGRAM EMPHASIS AND UNIQUE INSTITUTIONAL CHARACTERISTICS:

The institution will assume responsibility for the following postsecondary vocational-technical programs which are currently being offered:

Certificate and Associate Degree Programs:

Air Conditioning and Refrigeration
Diesel
Drafting
Electronic Communication
Electronics Servicing
Office Occupations
Practical Nursing
Psychology Technician
Radiology Technician
Respiration Therapy
Auto Body
Auto Mechanics
Auto Parts Merchandising
Building Construction
Engine Machining
Welding
Dental Hygiene
Apparel Production
Consumer Home Economics
Dental Assistant
Food Service
Foundry
Nurse Aide
Recreational Vehicles
Urban Horticulture
Machining

Adult Programs (Non-Degree):

Welding
Auto Body
Auto Mechanics
Recreational Vehicle
Food Service
Nurse Aide
Office Occupations

Apprenticeship Programs (Non-Degree):

- Food Service
- Ironworkers
- Sheetmetal
- Fire Science
- Building Construction

INSTITUTIONAL DATA: (Technical Community College of Pueblo)

	Actual** 1976-77	Planned 1978-79	Projected 1982-83
ENROLLMENT PROFILE:			
Full-Time-Equivalent (FTE)			
Academic Year	(596)	775	980
Summer Term	(13)	15	20
Fiscal Year	(609)	790	1,000
Headcount (HDCT) Students			
Fall Term	(651)	840	1,270
Summer Term	(37)	50	70

Institutionally Provided Data*

Ratios			
Fall HDCT/Acad. Yr. FTE	(1.09)	1.08	1.30
Fall HDCT/Fiscal Yr. FTE	(1.07)	1.06	1.27
Lower Division FTE	(100%)	100%	100%
Upper Division FTE			
Grad. I FTE			
Grad. II FTE			
Lower Division HDCT	(61%)	67%	65%
Upper Division HDCT			
Grad. I HDCT			
Grad. II HDCT			
Non-Degree/Special HDCT	(31)	33	35
Resident	(95%)	96%	97%
Non-Resident	(5)	4	3
Minority	(28%)	29%	30%
Non-Minority	(72)	71	70
Male	(63%)	60%	55%
Female	(37)	40	45
Part Time (0-6 cr. hrs.)	(12%)	13%	15%
Full Time (7-- cr. hrs.)	(88)	87	85
Vocational/Occu. (C.C. only)	(100%)	100%	100%
General Education (C.C. only)			
Median Age Range	(24-25)	25-29	25-29

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* In the development of this plan, the CCHE has not had an opportunity to corroborate the accuracy of current data nor to concur in the projections.

** Information only; numbers included with USC.

Area Vocational Schools

Aurora Vocational-Technical Center
Boulder Valley Area Vocational-Technical Center
Delta-Montrose Area Vocational School
Emily Griffith Opportunity School
Larimer County Vocational-Technical Center
San Juan Basin Area Vocational School
San Luis Valley Area Vocational school

The area vocational school, a primary delivery system for vocational education in Colorado, is a unique approach to meeting the vocational training needs of Colorado residents. It provides a centralized facility that is shared by secondary, adult and postsecondary programs. Sharing provides opportunities for programs that may otherwise not be feasible in a given high school or institution due to enrollment or cost considerations.

The 1973 Colorado General Assembly, in the enactment of House Bill #1343 (23-71-303 C.R.S. 1973 as amended), established a state-wide system of postsecondary vocational training programs under the supervision of the Colorado State Board for Community Colleges and Occupational Education (SBCCOE). The Legislature designated seven area vocational schools to be operated under the auspices of a local school district or a board of cooperative services. The schools are provided state funding for the direct operating expenses of postsecondary vocational programs approved by the State Board for Community Colleges and Occupational Education. The institutions listed above were designated area vocational schools by the Legislature and the SBCCOE.

The legislated area vocational schools have been given the charge of providing postsecondary programs designed to provide persons with marketable skills in a specific occupation, to upgrade the skills of underemployed persons, to retrain unemployed persons and to up-date the skills of persons already working in a specific occupational field. All postsecondary vocational programs offered in the area schools are certificate programs designed to prepare persons for occupations requiring less than an associate degree.

To be designated by the SBCCOE as an area vocational school, the educational agency must serve the vocational training needs of secondary, postsecondary and adult students with at least fifteen different programs within four different vocational areas including agriculture, business and office, distributive education, wage-earning home economics, trade and industrial, technical and health occupations. Provision is made for supplemental services to serve the vocational needs of handicapped and disadvantaged persons.

State funding of the postsecondary programs at these seven schools is legislated to be reimbursed, on an earned full-time-equivalent (FTE) basis, in an amount not to exceed $1,175 per student FTE. Students counted for FTE purposes are required to declare an occupational objective. Avocational students cannot be included in the FTE count. The remaining operating funds are derived from student tuition, federal and local funds. The secondary program operating costs are funded from funds provided by the Colorado Vocational Act and local tax dollars.

Area vocational schools are operational in virtually all locations originally projected for the state-wide vocational delivery system, except an area school originally projected for Northwest Colorado which has not yet been brought to fruition.

The 1978-82 Five-Year Plan for Vocational Education includes a planning goal to study the effectiveness of the area vocational school in the delivery network for vocational education. Long-range projections for the delivery of vocational education should be updated during the current five-year planning period.

The enrollment and FTE figures included for each school are those for which state and federal operating funds were provided. Additional self-supporting programs were conducted to meet increased demand not provided for by state and federal funding.

AURORA TECHNICAL CENTER

HISTORICAL BACKGROUND:

The Aurora Technical Center was constructed by the Aurora Public Schools. Construction started in 1970, and Phase II was completed in 1975.

In 1974 the Center was designated as an area vocational school (CRS 1976, 23-60-103-(2)) and became eligible to receive funding for postsecondary programs.

INSTITUTIONAL TYPE:

Current: Two-Year College and Institution (Carnegie)
Area Vocational School (Colo. Descriptor)

CCHE
Planned: Two-Year College and Institution (Carnegie)
Area Vocational School (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

The Aurora Technical Center shall continue to offer a broad range of secondary and postsecondary vocational programs for initial training, retraining or upgrading purposes. Additionally, the Center shall establish cooperative arrangements for remedial education and adult basic education with local school affiliates.

The institution shall maintain an intimate knowledge of its service area and shall report regularly to its advisory council, SBCCOE and CCHE. The Aurora Technical Center "campus" is its entire service area, and the school shall utilize all resources available to train students, including other educational and community facilities and residents and industrial personnel as instructors and resource personnel.

SERVICE AREA:

The Center is situated in the heart of the rapidly growing area of Adams and Arapahoe counties. High school students from Aurora, Bennett, Byers, Deertrail, Strasburg and Elizabeth are served by the Center. Postsecondary students enrolled are primarily from the eastern Denver Metropolitan area.

CLIENTELE AND ENTRANCE REQUIREMENTS:

The Center's secondary level vocational programs are available to students enrolled concurrently at a participating high school. The Center's postsecondary and adult level vocational programs are available to students who can profit from the Center's instruction.

BOULDER VALLEY AREA VOCATIONAL - TECHNICAL CENTER

HISTORICAL BACKGROUND:

The Boulder Valley Vocational Technical Center was designated as an area vocational school in 1964. Construction of Phase I began in 1963, and major construction for Phase II was completed in 1967. Additional construction for a Media Center and a Data Processing Area was completed in 1974. Another major expansion (Phase III) is planned for 1980.

The Center became eligible for postsecondary educational funding in 1973.

INSTITUTIONAL TYPE:

Current: Two-Year College and Institution (Carnegie)
Area Vocational School (Colo. Descriptor)

CCHE
Planned: Two-Year College and Institution (Carnegie)
Area Vocational School (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

The Boulder Valley Area Vocational - Technical Center shall continue to offer a broad range of secondary and postsecondary vocational programs for initial training, retraining or upgrading purposes. Additionally, the Center shall establish cooperative arrangements for remedial education and adult basic education with local schools affiliated.

With expansion of facilities planned for 1980, additional vocational programs shall be offered to meet the needs of students and business and industry, as determined by a needs assessment prior to construction.

The institution shall maintain an intimate knowledge of its service area and shall report regularly to its advisory council, SBCCOE and CCHE. The Boulder Valley Area Vocational - Technical Center "campus" is its entire service area, and the school shall utilize all resources available to train students, including other educational and community facilities and residents and industrial personnel as instructors and resource personnel.

SERVICE AREA:

The Boulder Valley Area Vocational - Technical Center is centrally situated for the area it serves, Boulder County. The northern half of the county is occupied by the St. Vrain Rel-J School District and the Boulder Valley School District Re2 covers the southern portion. High school students from both school districts will continue to be served by the Center. Postsecondary students are primarily from Boulder County.

CLIENTELE AND ENTRANCE REQUIREMENTS:

Postsecondary and adult vocational programs are available to students who can benefit from the instruction offered by the institution. The Center's secondary level vocational programs are available to students enrolled at a participating high school and to other students who have not graduated or attained the age of twenty-one.

DELTA-MONTROSE AREA VOCATIONAL - TECHNICAL SCHOOL (DMAVS)

HISTORICAL BACKGROUND:

The Delta-Montrose Area Vocational-Technical School was so designated by the State Board for Community Colleges and Occupational Education in the year 1972. Planned and projected construction did not begin until 1974 and consisted of two phases, the last of which was concluded in the summer of 1977. However, the Area School officially opened in the fall of 1976.

The DMAVS is governed by the Delta-Montrose Board of Cooperative Services (BOCS) which is composed of three members each from the Boards of Education of School District's 50 and RelJ. In addition, each program at DMAVS is represented by an Advisory Committee as well as a General Advisory Council which counsels the BOCS as needed. There are 150 individuals currently serving on these committees.

INSTITUTIONAL TYPE:

Current: Two-Year Institution (Carnegie)
Area Vocational School (Colo. Descriptor)

CCHE
Planned: Two-Year Institution (Carnegie)
Area Vocational School (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

The Delta-Montrose Area Vocational-Technical School shall continue to offer a broad range of secondary and postsecondary vocational programs for initial training, retraining or upgrading purposes. Additionally, the school shall establish cooperative arrangements for remedial education and adult basic education with local school affiliates.

The institution shall maintain an intimate knowledge of its service area and shall report regularly to its advisory council, SBCCOE and CCHE. The Delta-Montrose Area Vocational-Technical School "campus" is its entire service area, and the school shall utilize all resources available to train students, including other educational and community facilities and residents and industrial personnel as instructors and resource personnel.

SERVICE AREA:

The Area School provides services to secondary students from school district's 50 and RelJ. The School also serves postsecondary and adult students over a six-county region. Counties served include Delta, Montrose, Ouray, Hinsdale, Gunnison and San Miguel.

CLIENTELE AND ENTRANCE INDICATORS:

The secondary level programs offered at the Delta-Montrose Area Voc-Tech School are available to students currently enrolled in District 50 (Delta) and Distric RelJ (Montrose County). The six participating high schools are: Montrose, Delta, Paonia, Olathe, Hotchkiss and Cedaredge. (Students are placed in all programs by high school counselors in consultation with Area School personnel.)

EMILY GRIFFITH OPPORTUNITY SCHOOL (EGOS)

HISTORICAL BACKGROUND:

Emily Griffith Opportunity School is the Adult, Vocational, Technical Education Division of the Denver Public Schools founded in 1916. Since its founding, the facility has undergone several growth building phases.

In 1973, it was designated one of seven area vocational schools in the State and became eligible to receive funding for postsecondary and adult programs.

INSTITUTIONAL TYPE:

Current:	Two-Year College and Institution (Carnegie) Area Vocational School (Colo. Descriptor)
CCHE Planned:	Two-Year College and Institution (Carnegie) Area Vocational School (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

The Emily Griffith Opportunity School shall continue to offer a broad range of secondary and postsecondary vocational programs for initial training, retraining, or up-grading purposes. Additionally, the School shall establish cooperative arrangements for remedial education and adult basic education with local school affiliates.

The institution shall maintain an intimate knowledge of its service area and shall report regularly to its advisory council, SBCCOE and CCHE. The Emily Griffith Opportunity School "campus" is its entire service area, and the school shall utilize all resources available to train students, including other educational and community facilities and residents and industrial personnel as instructors and resource personnel.

SERVICE AREA:

The main facility, Emily Griffith Opportunity School, is located at 1250 Welton Street, in the heart of downtown Denver. Classes are offered in approximately 130 different locations throughout the metropolitan area. The bulk of the students come from the Denver Metropolitan area, in particular Denver County.

CLIENTELE AND ENTRANCE INDICATORS:

The school shall remain an open-door institution at the postsecondary level; that is, it will provide instruction to all youth and adults who can benefit from such instruction. Secondary programs will be available to students from participating high schools.

LARIMER COUNTY VOC-TECH CENTER (LCVTC)

HISTORICAL BACKGROUND:

The Larimer County Voc-Tech Center made application for area school designation on March 30, 1970 and was subsequently approved by the State Board for Community Colleges for vocational education in February, 1971

In 1973, the Colorado General Assembly approved House Bill 1343 (23-71-303, C.R.S. 1973, as amended), thereby enabling the Larimer County Voc-Tech Center to offer and receive state funding for postsecondary vocational programs.

INSTITUTIONAL TYPE:

Current: Two-Year College and Institution (Carnegie)
Area Vocational School (Colo. Descriptor)

CCHE
Planned: Two-Year College and Institution (Carnegie)
Area Vocational School (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

The Larimer County Voc-Tech Center shall continue to offer a broad range of secondary and postsecondary vocational programs for initial training, retraining or upgrading purposes. Additionally, the Center shall establish cooperative arrangements for remedial education and adult basic education with local school affiliates.

The institution shall maintain an intimate knowledge of its service area and shall report regularly to its advisory council, SBCCOE and CCHE. The Larimer County Voc-Tech Center "campus" is its entire service area, and the school shall utilize all resources available to train students -- including other educational and community facilities and residents and industrial personnel as instructors and resource personnel -- in fulfilling its role.

SERVICE AREA:

The LCVTC is located midway between Fort Collins and Loveland and serves the three school districts in Larimer County. The postsecondary and adult population come from surrounding communities in northern Colorado.

CLIENTELE AND ENTRANCE INDICATORS:

The Center's secondary level vocational programs are available to students concurrently enrolled at a participating high school in Larimer County. The seven participating high schools are Poudre, Fort Collins, Rocky Mountain, Loveland, Thompson Valley, Berthoud and Estes Park. The Center's postsecondary vocational programs are available to students who can profit from the Center's instruction.

PROGRAM EMPHASIS AND UNIQUE CHARACTERISTICS:

The Larimer County Voc-Tech Center is authorized and funded to provide quality vocational education at the secondary, post-secondary and adult levels in Larimer County. The Larimer County Board of Cooperative Services is the governing board of the Larimer County Voc-Tech Center. The six member board is made up of two representatives from the Poudre R-1, Thompson R2-J, and Park R-3 school districts' boards of education. Since the Larimer County Voc-Tech Center is owned and operated by three participating public school systems, the role of the Center does reflect the perception of the governing board that the Center is essentially a secondary institution with a post-secondary component.

The center has been a member of and accredited by the North Central Association of Colleges and Schools since 1975. In addition, the following programs have received special accreditation and/or approval: Dental Assisting -American Dental Asociation; Licensed Practical Nursing - Colorado State Board of Practical Nursing.

Organized by occupational clusters, the Center's plan is based upon the flexible facilities concept. Partitions in the classrooms can be reorganized for small as well as large group instruction. The facility is equipped with tools and equipment comparable to those found in modern business and industry. In addition, the LCVTC utilizes the facilities of local schools, business and industry in their efforts to provide special programs/courses needed to meet the county-wide demand for trained manpower.

Remedial education at the LCVTC includes services and/or courses of instruction for students having learning deficiencies that inhibit their progress in a vocational program. Remedial efforts may include assistance in such areas as reading, math, communication, manipulative or study skills. The Center also offers services and/or course work for vocational students who may benefit from adult basic education and for those preparing for the General Educational Development (GED) examination.

INSTITUTIONAL STATISTICS:

It is anticipated that the rapid growth of this area of Northern Colorado will continue and will necessitate indepth long-range planning on the part of the LCVTC to accommodate the residents of the community, including new facilities and programs.

SAN JUAN BASIN AREA VOCATIONAL-TECHNICAL SCHOOL

HISTORICAL BACKGROUND:

The San Juan Basin Area Vocational-Technical School was founded in July 1971. Citizens of the area had worked for seven years to obtain this type of institution for southwestern Colorado.

The School was first funded as a postsecondary educational institution in Fiscal 1973, when House Bill 1343 (1973) established the school as a legislated independent area vocational school (23-60-103: C.R.S. 1973).

The school also offers secondary programs on a contract basis under the following authority: 23-60-302, and 23-8-102, C.R.S. 1973

INSTITUTIONAL TYPE:

Current:	Two-Year College and Institution (Carnegie) Area Vocational School (Colo. Descriptor)
CCHE Planned:	Two-Year College and Institution (Carnegie) Area Vocational School (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

The San Juan Basin Area Vocational-Technical School shall continue to offer a broad range of secondary and postsecondary vocational programs for initial training, retraining or upgrading purposes. Additionally, the school shall establish cooperative arrangements for remedial education and adult basic education with local school affliates.

The institution shall maintain an intimate knowledge of its service area and shall report regularly to its advisory council, SBCCOE and CCHE. The San Juan Basin Area Vocational-Technical School "campus" is its entire service area, and the school shall utilize all resources available to train students, including other educational and community facilities and residents and industrial personnel as instructors and resource personnel.

SERVICE AREA:

The designated service area of this institution is comprised of five counties in southwestern Colorado: Montezuma, La Plata, Archuleta, San Juan and Dolores.

CLIENTELE AND ENTRANCE INDICATORS:

The School's secondary level vocational programs are available to students enrolled concurrently at a participating high school. Postsecondary programs are available to those youth and adults who can benefit from the School's instructional program.

SAN LUIS VALLEY AREA VOCATIONAL SCHOOL (SLVAVS)

HISTORICAL BACKGROUND:

The San Luis Valley Area Vocational School has the distinction of being Colorado's first area vocational school. Construction was started in 1969 and it was dedicated on March 12, 1970, by Colorado Governor John Love.

The School is located in Monte Vista and the entire six-county area of the San Luis Valley is its service area.

The San Luis Valley Area Vocational School was officially designated and funding approved by House Bill 1343 during the 1973 session of the Colorado General Assembly. It is presently operated under the authority of the Rio Grande Board of Cooperative Services.

INSTITUTIONAL TYPE:

Current: Two-Year College and Institution (Carnegie)
Area Vocational School (Colo. Descriptor)

CCHE
Planned: Two-Year College and Institution (Carnegie)
Area Vocational School (Colo. Descriptor)

ROLE FOR THE PLANNING PERIOD: (1978-79 through 1982-83)

The San Luis Valley Area Vocational School shall continue to offer a broad range of secondary and postsecondary vocational programs for initial training, retraining or upgrading purposes. Additionally, the school shall establish cooperative arrangements for remedial education and adult basic education with local school affiliates.

The institution shall maintain an intimate knowledge of its service area and shall report regularly to its advisory council, SBCCOE and CCHE. The San Luis Valley Area Vocational School "campus" is its entire service area, and the school shall utilize all resources available to train students, including other educational and community facilities and residents and industrial personnel as instructors and resource personnel.

SERVICE AREA:

The San Luis Valley Area Vocational School shall continue to serve the six counties of the San Luis Valley: Alamosa, Conejos, Costilla, Mineral, Rio Grande and Saguache.

CLIENTELE AND ENTRANCE INDICATORS:

The San Luis Valley Area Vocational school shall continue to be an open-door institution; that is, it will provide instruction to all secondary students from participating high schools in secondary programs and youth and adults who can benefit from and avail themselves of a postsecondary program.

Colorado Proprietary Vocational Schools

The proprietary vocational schools are an integral part of the postsecondary education system in Colorado. At the present time private trade, technical or business institutions (not including beauty schools) in the State graduate approximately 14,000 students annually. Proprietary schools within the State currently teach such diverse vocations as accounting, air conditioning and refrigeration, animal technician, art, automotive mechanics, aviation mechanics, bank teller, bartending, broadcasting, building maintenance, camera repair, dog grooming, flower arranging, gunsmithing, manicuring,map making, meat cutting, modeling, motel management, photography, printing, real estate sales, surveying, upholstery and welding.

With the adoption of the model Proprietary School Act in 1966, strengthened in 1975, Colorado has been emulated by several other states wishing to improve their laws in this area. As the demand for vocational training increases, the proprietary and public sector should continue to complement one another to insure access to quality vocational education. Transfer of credit between public-proprietary institutions, and agreements to teach courses in which they excel, will provide the student with excellence in education in an efficient manner.

During the planning period, the proprietary sector should continue to meet the needs of Colorado citizens who desire an alternative to public education. Generally, these will be students who desire an educational experience of an intense nature which permits entrance into a vocational field much sooner than might attendance at a public institution.

The following institutions for which data were available at the time of printing are representative of this sector of postsecondary education.

American Diesel and Automotive School, Ltd.
Denver

HISTORICAL BACKGROUND:

Began training in January, 1977.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Automotive Engine and Accessories,
Diesel Engine

Future Courses
Heavy-duty Power Transmissions,
Acetylene and Arc Welding,
Hydraulics

SERVICE AREA:

High plains and Rocky Mountain states.

* * *

Automation and Training Universal
Denver

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Keypunch Operator, Computer Peripheral Digital Computer Operator, Equipment Operator, Detail Computer Operator, Digital Computer Operator, Computer Programmer, Systems Programmer, Scientific Programmer, Architectural Drafting, Machine Drafting, Drafting Technology

* * *

Barbizon School of Modeling and Fashion Merchandising
Englewood

HISTORICAL BACKGROUND:

Established 1939, New York City, N.Y. Presently 55 schools.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Fashion Merchandising, Female and Male Modeling, Personal Development, Ingenue

* * *

Barnes Business College
Denver

HISTORICAL BACKGROUND:

Founded August, 1904.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Secretarial, advanced Secretarial, Receptionist/Clerk Typist, Accounting Clerk, Accounting, Management Accounting, Fashion Merchandising, Keypunch

SERVICE AREA:

Greater Denver, Boulder and Fort Collins

* * *

Bel-Rea Institute of Animal Technology
Denver

ROLE FOR THE PLANNING PERIOD

Present Courses:
Animal Technician

* * *

Blair Business College
Colorado Springs

HISTORICAL BACKGROUND:

Founded as business-oriented college in 1897.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Secretarial, Stenographic, Clerk Typist, General Accounting, Business Administration, Basic Bookkeeping. Diploma Programs: Accounting, Business Management, Secretarial Science.

SERVICE AREA:

Colorado Springs and Colorado.

* * *

Boulder School of Massage Therapy
Boulder

HISTORICAL BACKGROUND:

Founded December, 1975 - first classes February, 1976.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Swedish, Esalen, Acupressure, Reflexology, Polarity and Reichian Massage; Anatomy, Physiology, Nutrition, Hydrotherapy, First Aid, Pathology and Herbal Therapy

Future Courses:
Advanced program in holistic health counseling and program for prefessional health field.

SERVICE AREA:

Nationwide

* * *

Brinker School of Surveying

Denver

HISTORICAL BACKGROUND:

Founded in 1971.

ROLE FOR THE PLANNING PERIOD:

Present courses:
Basic and Advanced Surveying and Mapping.

SERVICE AREA:

Colorado, out-of-state students also accepted.

* * *

Certified Welding School

Denver

HISTORICAL BACKGROUND:

Established in May, 1966.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Oxy-Acetylene, Shielded Metal Arc, Gas Tungsten Arc, Gas Metal Arc and Pipe Welding

Future Courses:
Additional types of welding, and blueprint, layout and fit-up

SERVICE AREA:

Denver Metro Area, Colorado and Wyoming.

* * *

Colorado Aero Tech
Broomfield

HISTORICAL BACKGROUND:

Founded in 1964

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Airframe and Powerplant Mechanics, Airframe Add-On, Powerplant Add-On.

SERVICE AREA:

Nationwide

* * *

Colorado College of Medical and Dental Assistants
Denver

HISTORICAL BACKGROUND:

Established 1967.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Medical Assistant, Dental Assistant

* * *

Colorado Institute of Art
Denver

HISTORICAL BACKGROUND:

Founded in 1952

ROLE FOR THE PLANNING PERIOD:

Present courses:
Advertising Design, Fashion Illustration, Interior Design, Photography.

SERVICE AREA:

International

* * *

Colorado Paralegal Institute
Littleton

HISTORICAL BACKGROUND:

First classes, January, 1977.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Legal Secretarial and Legal Assistant

* * *

Colorado School of Trades
Lakewood

HISTORICAL BACKGROUND:

Founded 1947

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Gunsmithing

* * *

Colorado School of Upholstery
Denver

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Furniture Upholstery, Upholstery sewing and Upholstery Cutting.

* * *

Colorado Springs College of Business
Colorado Springs

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Advanced Secretarial, Secretarial, Receptionist Clerk Typist, Management Accounting, Fashion Merchandising, Key Punch, Accounting.

* * *

Denver Academy of Court Reporting

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Court Reporting.

* * *

Denver Automotive and Diesel College
Denver

HISTORICAL BACKGROUND:

Founded in 1963.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Automotive Technician, Body and Fender Painting, Diesel Fuel Injection and Engine Repair.

* * *

Denver Bartending School
Denver

HISTORICAL BACKGROUND:

Established in 1956.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Cocktail Bartending and Management

* * *

Denver Institute of Technology
Denver

HISTORICAL BACKGROUND:

Founded in 1953.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Electronic Engineering Technician, General Electronics Technician, Architectural-

Structural Drafting, Machine Drafting, Civil Drafting, Piping Drafting, Technical Illustration, Heating-Air Conditioning and Refrigeration Servicing, General Automechanics, Automotive Parts Counterman, Motorcycle Maintenance and Repair

* * *

Denver Paralegal Institute
Denver

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Legal Secretarial, Legal Assistant

* * *

Denver School of Skilled Trades
Denver

HISTORICAL BACKGROUND:

Founded in 1971.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Furniture Upholsterer, Upholstery Cutter, Upholstery Seamstress and Drapery Seamstress.

Future Courses:
Interior Decorating, Auto Upholstering, Furniture Refinishing, Woodworking.

AREA

Open

* * *

Design Floral School
Denver

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Flower Arranging, Retail Floral Shop Management.

* * *

Don Kagy Real Estate College
Denver

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Multi-State, Real Estate Law, Real Estate Practice, Broker Workshop, Real Estate Finance, Real Estate Appraisal, Sales Training.

* * *

Elba Systems
Denver

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Life Insurance Agency Management (Correspondence course)

Future Courses:
Contract Film Making, Employee Relations, Real Estate Point-of-Sale Films.

* * *

Electronic Technical Institute
Denver

HISTORICAL BACKGROUND:

Established 1957.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Television Technician, Electronics Technician, Electronic Technologist, FCC License Preparation.

* * *

Engineering Drafting school
Lakewood

HISTORICAL BACKGROUND:

First class graduated 1946.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Cartographic Drafting, Technical Illustration, Mechanical-Machine Drafting, Electro-Mechanical Drafting, Process Piping Drafting, Architectural-Structural Drafting.

* * *

Interior Design Institute
Denver

HISTORICAL BACKGROUND:

Established 1971.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Interior Design

SERVICE AREA:

Colorado primarily, but open to all students.

* * *

Jeanine's School of Charm
Colorado Springs

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Professional Modeling, Basic Modeling, Self-improvement.

* * *

Jones Real Estate College
Denver

HISTORICAL BACKGROUND:

Established in 1960.

ROLE FOR THE PLANNING PERIOD:

Present Courses:

Real Estate Salesmen: Real Estate Law, Real Estate Practice, Preparatory Exam Techniques

Real Estate Broker: Real Estate Law, Real Estate Practice, Real Estate Financing, Real Estate Appraisal, Preparatory Exam Techniques, Closings.

* * *

Southern Colorado College of Business
Pueblo

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Secretarial, Advanced Secretarial, Receptionist/Clerk Typist, Accounting, Management Accounting, Accounting Clerk.

* * *

Mile Hi Reporting College
Lakewood

HISTORICAL BACKGROUND:

Founded in 1964.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Court Reporting.

* * *

National Camera
Englewood

HISTORICAL BACKGROUND:

Established in 1952 as a home study school - first homestudy student, 1954 - first resident student, 1956.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Resident and Home Study - Photo Equipment Technician, Basic Still Camera Technician, Basic Move Equipment Technician, Photo Equipment Sales Training.

SERVICE AREA:

United States, Canada and other English speaking countries.

* * *

Nationwide Vocational Training
Aurora

HISTORICAL BACKGROUND:

Founded in the fall of 1976.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Building Maintenance Technician, Environmental Maintenance Technician, Mechanical Technician, building Maintenance Engineer, general Building/Environmental, Environmental/Mechanical, carpet and Upholstery Technician, Executive Housekeeper, Custodial Management.

* * *

New Rampart Schools
Denver

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Offset Lithography, stripping and Layout, Camera Operation, Offset Press Operation.

* * *

Parks College
Denver

HISTORICAL BACKGROUND:

Established in 1895.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Secretarial, Advanced Secretarial, Business Administration, Datamation, Fashion Merchandising, General Accounting, Legal Secretary, Medical Assistant, Office Specialist, Receptionist, Secretarial, Travel, Transportation Business.

Future Courses:
Energy Secretary, Traffic Management, Computer Training.

SERVICE AREA:

Primarily Colorado - about 1/10 of the student body out-of-state.

* * *

Pikes Peak Institute of Medical Technology
Colorado springs

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Medical Laboratory Technician, Medical Assistant, Medical Secretary/Receptionist.

* * *

Professional Learning Centers
Denver

HISTORICAL BACKGROUND:

Chartered March, 1976, to serve the insurance industry.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
    Life Insurance, Accident and Health Insurance, General Insurance Law, Automobile Insurance, Fire Insurance, Casualty Insurance.

Future Courses:
    Fundamentals of Insurance.

SERVICE AREA:

Colorado

* * *

Real Estate Training Center of Colorado
Wheatridge

ROLE FOR THE PLANNING PERIOD:

Present Courses:
    Salesman License, Broker License, License Renewal for Salesman, License Renewal for Broker.

* * *

Rocky Mountain Business Colleges
Boulder & Fort Collins

HISTORICAL BACKGROUND:

Formed in 1976 with acquisition of Midwest Business Colleges in Boulder and Fort Collins, an outgrowth of the Midwest Business College, Pueblo, founded in 1925.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
    Accounting, Advanced and General Secretarial, Stenography, Receptionist/Clerk Typist.

Future Courses:
    Medical and Legal Secretarial.

SERVICE AREA:

Northern Colorado and Southern Wyoming.

* * *

Rocky Mountain School of Art
Denver

HISTORICAL BACKGROUND:

Established in 1963.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
- Commercial Art; Illustration and Graphics
- Commercial Art; Illustration, Painting and Portraiture

* * *

Rocky Mountain School of Meatcutting
Denver

HISTORICAL BACKGROUND

Founded 1964.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
- Meatcutting

* * *

Rocky Mountain Training Systems
Denver

HISTORICAL BACKGROUND:

Established in 1970 in response to the need for trained hotel/motel managers.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
- Home study - Motel Management, CB Radio Transceiver Installation, CB Radio Transceiver Technician

SERVICE AREA:

Colorado

* * *

Ron Bailie School of Broadcast
Denver

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Announcing-Electronics Theory, Announcing, Electronics Theory.

* * *

Seible School of Drafting
Denver

HISTORICAL BACKGROUND:

Founded April 1966 - first class graduated September, 1966.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Architectural-Structural Drafting, Machine Drafting, Electro-Mechanical Drafting, Math.

SERVICE AREA:

Metro Denver primarily but students accepted from anywhere.

* * *

Teller Training Institute of Colorado
Denver

HISTORICAL BACKGROUND:

Incorporated November, 1975 - first classes January, 1976.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
Bank Teller Training

Future Courses:
Bank Bookkeeping, New Accounts

SERVICE AREA:

Unlimited

* * *

Travel Trade School
Littleton

ROLE FOR THE PLANNING PERIOD:

Present Courses:
    Basic Travel Consultant, Management/Ownership.

* * *

Western Colorado School of Business
Grand Junction

HISTORICAL BACKGROUND:

Established May 1976.

ROLE FOR THE PLANNING PERIOD:

Present Courses:
    Accounting, Secretarial Science.

Future Courses:
    Real Estate, Business Administration

SERVICE AREA:

Grand Junction, Mesa County, Western Colorado, and Eastern Utah.

SECTION V

THE PLANNED RESPONSE OF COLORADO POSTSECONDARY EDUCATION TO THE GOALS AND OBJECTIVES FOR THE PLANNING PERIOD:

ISSUES NEEDING RESOLUTION

The task force reports and conversations with a wide variety of people having concern for and interest in postsecondary education resulted in identification of many issues, both broad and specific. Resolution of those issues will provide an operational framework for implementing the goals and objectives of the master plan. Recommendations related to these issues are presented in this section under three basic categories: (1) issues which require legislation for resolution, (2) issues which require administrative action by the postsecondary education community, and (3) issues which require additional study.

ISSUES WHICH REQUIRE LEGISLATION FOR RESOLUTION

Issue A: What Changes (if any) should be Made to Clarify the Roles of Various Entities Involved in State-level Coordination/Governance?

Issue B: What Changes (if any) should be Made in the External Governance Structure of the University Of Southern Colorado?

Issue C: What is the Appropriate Role for the Colorado Commission on Higher Education in Controlling In-state Academic Program Offerings by Out-of-state Institutions?

Issue D: What is the Appropriate Administrative Structure for Vocational Education?

Issue E: What is the Role of Various Agencies with Respect to Academic Program Offerings And Approvals? (Specifically Veterans' Approval)

Issue F: To What Extent is the Outreach Program Improving Access to Postsecondary Education? Should the Role be Modified? Should the Program be Administered or Managed in a Different Manner?

Issue G: To What Extent Should the State Support Student Access to Private and Proprietary Education?

Issue H: To What Extent should the State Support Access in Rural Colorado?

ISSUES WHICH REQUIRE ADMINISTRATIVE ACTION BY THE POSTSECONDARY EDUCATION COMMUNITY

Issue I: What Changes (if any) should be made to the Current Student Financial Aid Programs?

Issue J: What Changes (if any) should be made in the Administrative Structure of the Auraria Higher Education Center?

Issue K: What Criteria should be Employed in Analyzing Proposals for New Academic Programs? What Criteria should be Employed in Reviewing Existing Programs?

Issue L: How should the Trustees' Consortia Arrangements be Coordinated?

Issue M: What is the Appropriate Relationship for a State-wide Master Plan on Higher Education to Affirmative Action?

Issue N: What is the Appropriate Role for the State in Support of Postsecondary Area Vocational Schools?

Issue O: What Changes (if any) should be made to the External Governance of the Community College Of Denver?

Issue P: What is Remedial Education? What should the Relationship be: 1) Between Secondary and Community College Remedial Education? 2) With Respect to the Role of Baccalaureate and Graduate Colleges and Universities?

Issue Q: What should be the Procedure Whereby Postsecondary Educational Institutions submit Master Plans to the Colorado Commission on Higher Education? What should be the Content of These Plans? How should the Institutional Process Evolve?

Issue R: What should the Role be for the Colorado Commission on Higher Education in the Postsecondary Education Budgetary Process?

ISSUES WHICH REQUIRE ADDITIONAL STUDY

Issue S: What should be the Automated Data Processing (ADP) Capabilities within Higher Education and how should they be Coordinated and Funded?

Issue T: What is the Appropriate Relationship between Student (i.e., Family) and State Contributions in Covering the Costs of Postsecondary Education?

Issue U: What is the Appropriate Role of the Student in the Governance of Postsecondary Education?

Issue V: What Formal Processes should be Established to Promote Ease of Transfer or Credit between Two-Year, Four-Year and University Sectors?

Issue W: What Criteria should be Employed in Analyzing the Potential Creation, Merger or Closing of Institutions?

Issue X: What Level of State Support is Appropriate for Intercollegiate Athletics?

Issue Y: What is the Proper Relationship between State-wide Planning Coordination and Collective Bargaining?

Issue Z: Should the State Support Avocational Recreational Programming?

Each issue is discussed utilizing the following format:

Issue: Concise narrative statement

Background: Short history and/or reason why it is an issue

Analysis/Discussion: Scope of the program, review of task force reports when applicable and presentation of alternatives

Recommendations: Action required

Fiscal implications of the recommendations are discussed in Appendix C-1.

Issue A: What Changes (if any) should be Made to Clarify the Roles of Various Entities Involved in State-level Coordination/Governance?

Background:

For purposes of this discussion, governance implies control of institutions and includes the classic right to (1) enter into contract, (2) sue and be sued, and (3) hire and terminate employees. Coordination includes review and approval of academic programs and campus master plans, as well as the activities necessary at the state level to insure that citizens of the State have access to a full range of quality academic programs. It is the responsibility of both those charged with governance and coordination to be accountable to the general public to insure that the postsecondary education enterprise is conducted in an efficient and effective manner.

Berdahl has summarized the four postsecondary education governance/coordination models which are in most widespread use today as follows:

1. States which have neither a single coordinating agency created by statute nor a voluntary association performing a significant state-wide coordinating function.

2. States in which voluntary state-wide coordination is performed by the institutions themselves, operating with some degree of formality.

3. States which have a state-wide coordinating board created by statute, but not superceding institutional or segmental governing boards. This category is divided into the following subtypes:

    a. A board composed in the majority of institutional representatives and having essentially advisory powers

    b. A board composed entirely or in the majority of public members and having essentially advisory powers

    c. A board composed entirely or in the majority of public members and having regulatory powers in certain areas without, however, having governing responsibility for the institutions under its jurisdiction

4. States which have a single governing board, whether functioning as the governing body for the only public senior institution in the state or as a consolidated governing board for multiple institutions, with no local or segmental governing bodies.

By the early 1970s, the majority of states had some form of mandatory or voluntary coordinating agency. Approximately twenty states had a form of coordinating mechanism similar to Type 3(c) by 1977. Approximately an equal number of single, consolidated governing boards (Type 4) were in operation by 1972. In addition, a new state agency, typically called a "department" of higher education, has become visible in at least a half-dozen states since 1970.

Analysis/Discussion:

Colorado currently has a Type 3(c) coordinating organization. State government was reorganized in 1968. The Department of Higher Education was created and the Executive Director of the Colorado Commission on Higher Education (CCHE) was made ex-officio director of the Department. Included in the Department are CCHE, the governing boards of all postsecondary education institutions, all postsecondary institutions, the Colorado Associated University Press, the Council on Arts and Humanities, and the State Historical Society. A Colorado State 1202 Commission was established in 1977. The 1202 Commission consists of CCHE and its Advisory Committee.

The relationship of the Executive Director of the Department of Higher Education to these various entities within the department varies. Expectations by members of the legislature and executive branch cause attention to be focused continually on these relationships. Figure 1 depicts the relationships within the Department of Higher Education as they currently exist.

The issue of coordination/governance of Colorado postsecondary education has been a perennial topic of discussion. In 1973, CCHE commissioned a special Task Force on Governance to address this topic directly. Over a period of eighteen months, which involved extensive debate and numerous hearings with large numbers of persons from inside and outside the educational community, the Task Force analyzed alternative coordination/governance models, including those presented in Figure 2.

1. Model 1 would create a governing board for each campus. The boards would perform the traditional roles (hire/fire; sue/be sued; enter into contracts), but the need for central coordination or control would increase.

2. Model 2 views campus governance as the traditional three sectors (two-year, four-year and university). This model does not solve individual campus uniqueness problems or alleviate the necessity for a central coordinating agency.

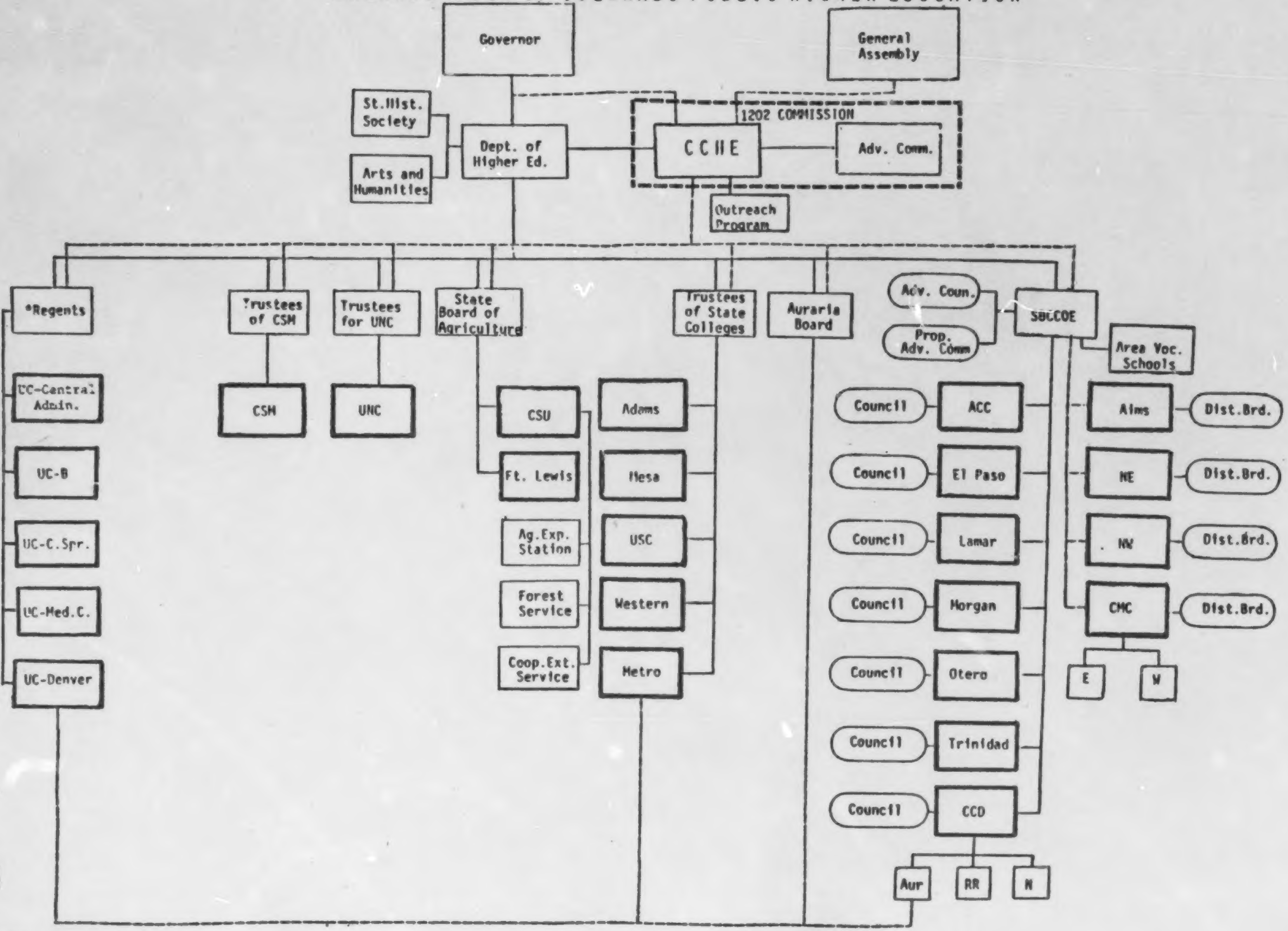
3. Model 3 consists of only two governing boards (one for the four-year sector and one for community colleges), without removing the need for state level coordination.

Upon completion of its analysis, the Task Force on Governance concluded that any major change in the current overall structure would simply replace old problems with new problems.

Recommendation 1:

It is recommended that there be no major restructuring of the existing governance model of Colorado postsecondary education pending implementation of the proposed master plan institutional role and mission statements. Full and open discussion between the executive branch, legislature and the higher education community of the pros and cons of alternative governance models must occur prior to fundamental structural changes.

ORGANIZATION OF COLORADO PUBLIC HIGHER EDUCATION


Governor
General Assembly
St.Hist. Society
Arts and Humanities
Dept. of Higher Ed.
1202 COMMISSION
CCHE
Adv. Comm.
Outreach Program
*Regents
UC-Central Admin.
UC-B
UC-C.Spr.
UC-Med.C.
UC-Denver
Trustees of CSM
CSM
Trustees for UNC
UNC
State Board of Agriculture
CSU
Ft. Lewis
Ag.Exp. Station
Forest Service
Coop.Ext. Service
Trustees of State Colleges
Adams
Mesa
USC
Western
Metro
Auraria Board
Adv. Coun.
Prop. Adv. Comm
SBCCOE
Area Voc. Schools
Council
ACC
Council
El Paso
Council
Lamar
Council
Morgan
Council
Otero
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Trinidad
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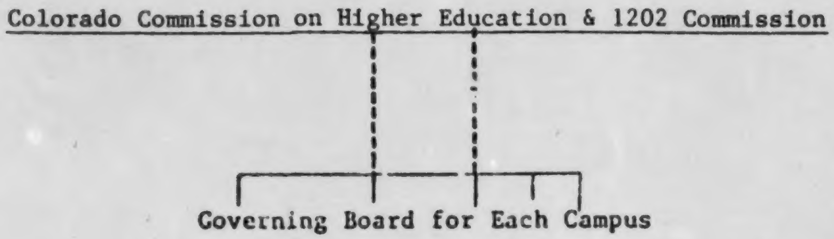
*Elected Governing Board

Figure 1

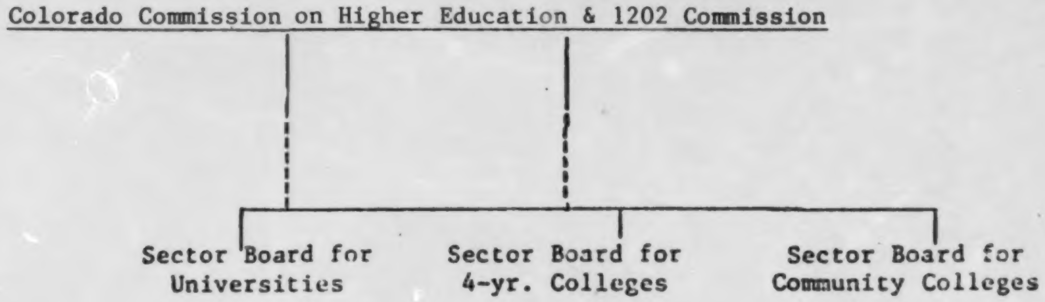
Figure 2

Model I - Individual Governing Boards for Each Campus


Colorado Commission on Higher Education & 1202 Commission
Governing Board for Each Campus

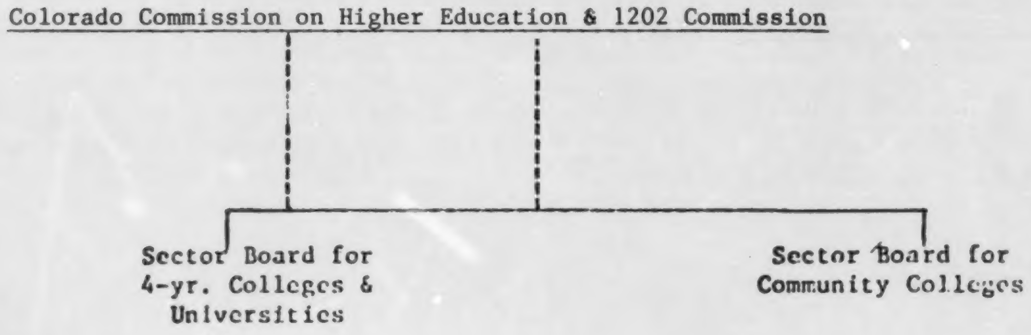
* * *

Model II - "Three-Legged Stool"


Colorado Commission on Higher Education & 1202 Commission
Sector Board for Universities
Sector Board for 4-yr. Colleges
Sector Board for Community Colleges

* * *

Model III - "Two-Legged Stool"


Colorado Commission on Higher Education & 1202 Commission
Sector Board for 4-yr. Colleges & Universities
Sector Board for Community Colleges

* * *

Recommendation 2:

It is recommended that within the current governance structure, specific changes recommended elsewhere in this master plan be implemented.

Issue B: What Changes (if any) should be Made in the External Governance Structure of the University of Southern Colorado?

Background:

The University of Southern Colorado was established as a community college in 1933. The institution became a state college in 1961 and was named the University of Southern Colorado in 1975. The University has not developed an image as a comprehensive university nor has it been successful in satisfactorily meeting the needs and aspirations of the people in its service area. It is important that Pueblo, as a leading industrial city in Colorado, have a university that will meet the needs of that city and the surrounding agricultural area.

Concurrent with the establishment of the University of Southern Colorado at Pueblo, the off-campus center of University of Colorado at Colorado Springs (UCCS) was established as a free-standing campus with its own chancellor. The two institutions are forty-five miles apart. It is to the best interest of the State that the two institutions complement and not unnecessarily compete with each other to preserve resources and to meet the needs of the people of southeastern Colorado.

Analysis/Discussion:

The University of Southern Colorado can best meet the needs of the people of Pueblo and southeastern Colorado by ultimately developing into a comprehensive polytechnic university in the land-grant tradition. Such ultimate development will best serve the needs of the area and complement the ultimate development of UCCS into a comprehensive university in the tradition of UC Boulder. This will provide southeastern Colorado with two fine universities with complementary but equally important roles and missions. To facilitate this process and to provide the guidance needed by the University of Southern Colorado to become a university in the land-grant tradition, it should be placed under the governance of the State Board of Agriculture which has had extensive experience in operation of Colorado State University (CSU). CSU has emerged from the very land-grant tradition which is appropriate for the University of Southern Colorado.

Recommendation:

It is recommended that legislation be introduced to transfer the University of Southern Colorado from the governance of the Trustees of the State Colleges and University Consortium to the State Board of Agriculture.

Issue C: What is the Appropriate Role for the Colorado Commission on Higher Education in Controlling In-state Academic Program Offerings by Out-of-state Institutions?

Background:

Each year several out-of-state institutions offer academic course work and full programs within the borders of the State. Many programs tend to compete with the offerings of in-state institutions.

Analysis/Discussion:

Positive competition with quality products would appear to be a boon for Colorado residents. This idealism must, however, be tempered with a responsible set of controls to protect the student consumer as well as the current public commitment to postsecondary educational institutions. While interference to outside institutions should be minimized, coordination and approval of offerings by a responsible state agency appears warranted.

Several years ago a statute was approved which provides for control of out-of-state institutions offering programs within the State (Title 23, Article 2, C.R.S. 1973). Because this statute was enacted prior to the formation of CCHE, responsibility for administration was placed with the State Department of Education.

Since the primary area of needed control is with postsecondary institutions, transfer of responsibility of Title 23, Article 2, of the Colorado Statutes to an appropriate postsecondary education agency seems logical. It is clear, however, that while the transfer of functions is a step in the right direction, it alone will not resolve the problem of out-of-state institutions operating in Colorado. It will be necessary, therefore, for the postsecondary education agency to develop appropriate policies and guidance to govern such activity. Administratively, the appropriate agency could be any of the following:

1. Colorado State 1202 Commission
2. Colorado Commission on Higher Education
3. A newly defined Department of Higher Education

Recommendation 1:

It is recommended that Section 23-2-104 of the Colorado Statutes be amended to transfer the administration of Title 23, Article 2 from the State Department of Education to the Colorado State 1202 Commission. Because the Colorado State 1202 Commission is the most broadly representative of agencies currently in existence, administrative responsibility for this program could most effectively be accomplished under its direction.

Recommendation 2:

It is recommended that the agency responsible for the administration of Title 23, Article 2, develop appropriate policies and procedures for controlling in-state academic programs by out-of-state institutions and report to the General Assembly on the implementation of such policies and procedures no later than February 1, 1979.

Issue D: What is the Appropriate Administrative Structure for Vocational Education?

Background:

Colorado is the only state in which the community junior college board is also the designated state board for vocational education. This structure was created by the 46th General Assembly, when it passed the Community College and Occupational Education Act of 1967, which established a state system of community and technical colleges under the management and jurisdiction of the State Board for Community Colleges and Occupational Education (SBCCOE) (C.R.S. 1973, 23-60-201). The Act provided for the appointment of a Director of Community and Technical Colleges and necessary staff to carry out the duties and responsibilities of the Board with respect to the state system of community and technical colleges and the local district colleges (C.R.S. 1973, 23-60-206).

In order to receive federal funds, each state is required to establish a state board for vocational education. In Colorado, the Community College and Occupational Education Act of 1967 designated the SBCCOE as the State Board for Vocational Education (C.R.S. 1973, 23-60-303 (2)). Additionally, federal statutes require that each state form an advisory council for vocational education which meets certain stipulated criteria. This was also accomplished by the 1967 Act (C.R.S. 23-60-104 (3)). The Colorado Advisory Council has its own staff and operates independently of the state vocational board (SBCCOE), although it advises the Board on planning and evaluation matters.

Analysis/Discussion:

There are two basic problems associated with the current governance/coordination structure of community junior colleges and vocational education in Colorado. They are:

1. Conflict of interest - SBCCOE is the governing board for Colorado's two-year postsecondary education institutions. A conflict of interest arises in that board staff claim governance authority over baccalaureate institutions governed by other boards, as well as vocational programs in secondary education.

2. Governance imbalance - SBCCOE does not provide a balanced staff between community junior colleges and the State's vocational education program. The Board and staff composition are weighted heavily towards vocational education. As a result, issues involving the community college sector frequently go unresolved.

Recommendation 1:

It is recommended that a newly consitituted State Board for Community Colleges (SBCC) be established. This board will have the same governance responsibilities as the current SBCCOE with respect to the state system community colleges, and the same coordinating responsibilities with respect to local district community junior colleges and area vocational schools. The SBCC will be a body corporate and comprised of nine members appointed by the Governor, by the advice and with the consent of the Senate. The following provisions should apply to board composition:

1. The Board shall at no time have more than five appointed members of any political party.
2. There shall at all times be at least one member from each congressional district in the State.
3. No more than one member shall be a resident of the service area in which a particular college of the Board is located.
4. The Board shall be broadly representative of all sectors of society expected to be served by the community college.
5. No appointed member shall be an officer or employee of any postsecondary educational institution governed by the Board.
6. Each Board member shall serve a term of six years and no member shall be appointed for more than two consecutive terms.
7. There shall be a state student advisory council as currently provided in the statutes.

Recommendation 2:

It is recommended that a separate State Board for Vocational Education be established and that it enjoy the same autonomy as other boards which were placed within the Department of Higher Education by allocation in 1968. The composition of the board will be that which is currently required for the SBCCOE. The function of the board will be to coordinate all secondary and postsecondary vocational programs in accordance with the federal regulations. There should be an Advisory Committee to the staff director which will be comprised of the Commissioner of Education, the staff director of the newly constituted SBCC, the Executive Director of the Department of Higher Education and the Executive Director of the Department of Labor and Employment.

Recommendation 3:

It is recommended that the Colorado Advisory Council for Vocational Education remain as presently constituted and that it continue its current duties and responsibilities concerning vocational education with the new State Board for Vocational Education.

Issue E: What is the Role of Various Agencies with respect to Academic Program Offerings and Approvals (Specifically, Veterans' Approval)?

Background:

Pursuant to Section 1771 of Title 38, United States Code, the federal government requires that each state designate a Veterans' Approval Agency, in order that educational benefits for veterans can be applied to specific postsecondary education course offerings. The federal government then contracts and provides funding to enable the designated agency to certify the appropriateness of the respective courses for veterans' benefits. The designated agency has certification responsibility for all levels of postsecondary courses (certificate through Ph.D.) and for all institutions desiring said certification, be they public, private non-profit or proprietary. In Colorado, the Division of Occupational Education of the State Board for Community Colleges and Occupational Education (SBCCOE) has been designated the Veterans' Approval Agency in 23-60-303 (2) C.R.S. 1973

Analysis/Discussion:

There are at least three agencies responsible for attempting to coordinate and control postsecondary course offerings in Colorado. Statutes indicate that legislative intent was for primary authority and responsibility for this task to be the responsibility of the Colorado Commission on Higher Education. However, the State Department of Education also has certain responsibilities in this area, particularly with respect to (1) administration of the "Diploma Mill Act", and (2) approval of courses required of public school teachers to maintain their credentials.

In addition to the State Department of Education, the State Board for Community Colleges and Occupational Education is also heavily involved in coordination of program offerings through certain approval functions. A recommendation for resolving problems in one of these areas, vocational education, has been discussed elsewhere in this plan. Two remaining functions of SBCCOE, approval of courses offered under the Colorado Private Vocational School Act and approval of courses for veterans' benefits, merit further discussion. Because the former (Private Vocational School Act) deals almost exclusively with courses of study of less than two years offered by the proprietary sector, conflict or confusion between the various governing boards and private non-profit institutions appears to be minimal. Therefore, no recommendations for change are presented at this time.

In the case of having SBCCOE designated as the Veterans' Approval Agency, however, state-wide planning is frustrated, conflicts of interest are apparent, and often undesirable emphasis is placed upon vocational training because the composition of the board and staff is heavily weighted toward an occupational emphasis. Having the governing board of the two-year institutions exercising executive oversight and approval authority for all public institutions (regardless of their governing boards), private non-profit institutions, and proprietary vocational schools, whether or not they are Colorado based, is a conflict of interest (i.e., it could be suggested that certain courses planned by four-year institutions were not approved so that the service could be provided by institutions within the jurisdiction of the two-year board.) Most important, the composition of SBCCOE and the background and orientation of the staff (this program is based within the Occupational division) are almost exclusively in vocational/occupational training. This orientation toward vocational education may adversely influence equitable treatment of baccalaureate and research insitutions.

Recommendation:

It is recommended that legislation be enacted to transfer the designation of Veterans' Approval Agency from the State Board for Community Colleges and Occupational Education to the Colorado State 1202 Commission. The 1202 Commission includes representatives from all levels of public institutions as well as the private schools, proprietary schools, public schools and the Department of Education. All parties affected by the administration of this program, therefore, would be represented on the Board with oversight responsibility, thereby eliminating conflict of interest and providing a more balanced orientation to the administration of the program.

Issue F: To what Extent is the Outreach Program Improving Access to Postsecondary Education? Should the Role be Modified? Should the Program be Administered or Managed in a Different Manner?

Background:

Prior to 1972, both credit and non-credit "extension" classes were offered by all of the four-year colleges except Metropolitan State College, Fort Lewis College and Colorado School of Mines. In addition, correspondence programs were offered by the University of Colorado at Boulder and the University of Northern Colorado. No state-wide coordination of these offerings existed.

Several problems resulted from this arrangement. Because each institution had to meet the costs of the program, courses were offered in areas where enrollment would be high, so tuition income would exceed cost. Since the metropolitan area offered the best opportunity for high enrollment, Denver was well served while rural areas received limited offerings. There was also unnecessary duplication of instruction and extensive competition among institutions.

To resolve these problems, a coordinated, state-wide system of continuing education, the Outreach Program, was created. Responsibility for the program was assigned by the Legislature to the Colorado Commission on Higher Education (CCHE). Since 1972 all of the four-year publicly supported colleges and universities in Colorado have become involved in the Outreach Program, although Metropolitan State College participates to a limited extent. Through policies and procedures adopted by the Commission, the problems which had existed have been largely remedied. Institutions in rural areas now serve only their local areas, but they are partially supported by the revenues generated by the institutions which serve the populous Denver area. Unnecessary duplication and competition among participating institutions have been reduced. Although not participating members of the Outreach Program, the institutions in the private sector have been encouraged to make their educational resources available at off-campus locations.

The program has been, from its inception, cash funded (although some support services and facilities were provided by institutions without reimbursement initially). All costs have been covered by revenue solely from student-paid tuition. Beginning in 1975-76 the program has also borne the costs of CCHE coordination of the program.

Analysis/Discussion:

The Outreach Program has been largely self-supporting. It has made college and university classes available to adult populations throughout the State. The need for those opportunities has been demonstrated and grew each year through 1975-76. However, actual program data for 1976-77 reveal a decline in the number of classes held, the number of individuals enrolled, and the student credit hours produced. (See Table 1.) These declines could be attributed to the following:

Table 1. Outreach Program Data

	Actual 1975-76*	Actual 1976-77**	% Change	Estimated 1977-78	% Change	Requested 1978-79	% Change
Classes							
Non-Cr.	1,048	1,136	8.4%	1,200	5.6%	1,260	5.0%
Cr.	4,017	3,450	(14.1%)	3,350	(2.9%)	3,517	5.0%
Enrollments							
(Total)	81,259	79,096	(2.7%)	77,514	(2.0%)	80,615	4.0%
Student Credit Hours							
Non-Cr.	42,997	46,792	8.8%	49,600	6.0%	52,576	6.0%
Cr.	205,584	200,011	(2.7%)	196,011	(2.0%)	205,812	5.0%
Student FTE							
(Total)	5,524	5,483	(.7%)	5,458	(.4%)	5,742	5.2%

* From B-2 Data

** From Institutional End-of-Year Budget Reports

1. Courses are cancelled when enrollments are low because of the necessity for the state-wide program to be successful financially. This problem particularly affects rural areas.

2. Tuition has increased in 1977-78 to $33.00/semester hour for upper division and graduate level credit instruction. This is 43% above the average resident part-time tuition for Colorado four-year colleges and universities.

3. Tuition has increased to $25.50/semester hour for lower division credit instruction. This is 212% above the average resident part-time tuition for Colorado two-year colleges.

These increases arise from increases in costs of items such as travel, materials and supplies, and state personnel employees' salaries. Faculty salaries have not contributed significantly to cost increases since only one increase has been made in those salaries since 1972, and the current rate of compensation continues to be below salaries in resident instruction programs.

In addition to declining levels of service, a displacement of credit courses with non-credit courses has also taken place. Non-credit classes are generally less expensive for students and more cost effective for the institutions. They are not limited by tuition regulation (except that they must be fully self-supporting) and instructional costs may be less than for credit classes. Again, this shift has resulted at least partly from the institutions' need to have financially successful programs.

With respect to public policy, support of Outreach requires the belief that off-campus "for credit" programming is a significant step towards increasing access to postsecondary education. Support of Outreach also requires a willingness to keep the cost of off-campus programming sufficiently low so that price does not affect the gains in access.

With current tuition levels 43% to nearly 212% more expensive as comparable on-campus rates, price appears to have become a barrier to access. Two basic alternatives appear to exist which could reduce Outreach educational costs: financial aid, and state support for off-campus activities.

1. Financial Aid: Limited financial aid is available for Outreach students, but the criteria establishing financial need prevent all but the extremely needy from obtaining assistance. Many adults with families must defer their education longer because financial aid policies are not geared to meeting their needs.

2. State Support for Off-Campus, "For Credit" Offerings: Currently, all state community colleges plus Metropolitan State College are permitted by legislative intent to offer off-campus, "for credit" courses and receive state support. All other state colleges and universities must charge the total costs of edcation and do not receive state support for the off-campus "for credit" offerings. If all campuses were given a specific geographic region (i.e., an "extended campus") within which state support was given for off-campus "for credit" work, the pricing mechanism could be adjusted to reduce the effect of cost on limiting access to postsecondary education.

Recommendation 1:

It is recommended that the "extended campus" concept be expanded to all postsecondary educational institutions. The expansion would be in accordance with the following scheme:

1. The "extended campus" concept will be available to all postsecondary educational institutions.
2. Explicit geographic regions will be defined for each postsecondary educational institution.
3. The "campuses" of UCB, CSU, and UNC will be defined as:
    a. The immediate (i.e., five to ten mile) radius of their main campuses
    b. The rest of the State for certain designated programs. (CCHE to designate)
4. Within each defined campus (geographic region), the institution will be permitted to offer all currently approved programs with state support provided. Tuition rates, (full- and part-time) both on and off-campus will be identical. Tuition will be based upon current policies and on-campus student enrollments.
5. When a program need is identified which is not currently offered by the institution within the designated region, CCHE will coordinate and approve the offering of available programs from either the special state-wide programs at UCB, CSU, UNC or via the State College Consortium. Other campuses with unique capabilities could also be approved in extraordinary circumstances.
6. CCHE administration/coordination will continue unchanged except for the termination of current Outreach revenue administration. Because off-campus offerings within the designated region would be treated as normal resident instruction, the tuition revenue would become a part of the institution's appropriation.
7. Changes in budgetary process will include:
    a. Each campus will have to provide separate 50M, 100, 200, 402 series budget formats for off-campus offerings.
    b. Appropriated enrollments will have to be set for off-campus programming.

8. Special regulations will be developed which provide for CCHE coordination of special contractual arrangements with private industry, governmental organizations, or the military. No general fund support, however, will be authorized for such arrangements.

Recommendation 2:

It is recommended that the administration of Outreach be modified as follows to accommodate expansion of the "extended campus" concept:

1. Tuition revenue would be incorporated into the "regular" budgets of the participating campus. Revenue would no longer have to be controlled from a central agency such as the CCHE.
2. The CCHE will, following consultation with public and private institutions, establish and maintain a list of academic programs, which could be delivered -- when approved by CCHE -- outside of the institutions' own geographic regions.
3. The CCHE will be charged with the coordination and approval of all inter-district program offerings.
4. A single agency will determine the explicit geographic regions of the extended campus by July 1, 1978.

Issue G: To what Extent should the State Support Student Access to Private and Proprietary Education?

Background:

Government support for students attending postsecondary educational institutions in the private sector is common both at state and federal levels. Among the factors which have motivated such support are (1) recognition that a vigorous and diversified system of postsecondary education is in the public interest; and (2) commitment to the premise that equality of educational opportunity can best be achieved if students have access to, and choice among, a wide variety of postsecondary educational opportunities.

Analysis/Discussion:

Historically, government support for higher education in both the public and private sectors has been realized in two fashions: through direct institutional support and through indirect support. Examples of both types are illustrated.

Direct Institutional Support

- Special Purpose and Categorical Grants
- Contracts
- Construction Grants and Loans
- Cost of Education Allowances

Indirect Institutional Support

- Student Financial Aid
- Provision of Services ("In-kind" Support)

Forty-three states currently provide some form of support to students attending private institutions. Among those states, the average amount provided in the form of student financial aid is approximately $200 per student. The average amount provided through other forms of support is somewhat below $100 per student.

Colorado public and private institutions receive significant support through federal programs. For example, the major federal student financial aid programs are available to students attending private and proprietary schools as well as public schools. Those programs include:

- Basic Educational Opportunity Grant (BEOG)
- College Work-Study (CWSP)
- National Direct Student Loan (NDSL)
- Supplemental Educational Opportunity Grant (SEOG)
- Federal Insured Student Loan (FISL)
- Nursing Scholarship and Nursing Loan
- Health Professions Loan
- Law Enforcement Education Program
- Veterans' Administration (V.A.) Benefits
- Social Security Educational Benefits

In addition, there are numerous other federal programs providing both direct and indirect support to postsecondary educational institutions without regard to whether control is public or private.

Two recent laws passed by the Colorado General Assembly reflect a trend toward indirect support of private postsecondary education through student financial aid.

Senate Bill 398, passed during the 1976-77 session, provided for expansion of one of the state funded student grant programs to include as eligible recipients those Colorado residents enrolled at certain private and proprietary institutions within the State. The initial appropriation was minimal; the intent was to provide the opportunity for a constitutional test of state support for students enrolled in such institutions. While there has been no actual court test of the statute to date, the State Attorney General has issued an opinion that such support is not unconstitutional.

House Bill 1025, amending the statute governing the Colorado Commission on Higher Education (CCHE)(C.R.S. 23-1-102 (1)), was also passed during the 1976-77 session. It expanded the duties of CCHE to include responsibilities within the private sector where appropriate, thus allowing the state government to funnel certain federal student financial aid dollars, for which the State (through CCHE) has administrative responsibility, to students enrolled in private institutions.

In Colorado, the student financial aid approach to supporting educational opportunities for students in privately controlled institutions has already been implemented to a limited degree, as indicated by the recent legislation described above. Further support to students in the private sector could be accomplished through expansion of one or more of the existing state need-based student financial aid programs to allow Colorado residents attending private institutions to be considered eligible. Those state programs which could be expanded include:

Colorado Student Grant Program
Colorado Work-Study Program
NDSL, Health Professions Matching Funds
Colorado Graduate Grant Program

In addition, full funding of the state portion of the Colorado Student Incentive Grant Program, allowing students attending private institutions to receive the state funds as authorized by Senate Bill #398 (described above), would also increase the State's support to student access to the private sector.

Recommendation 1:

It is recommended that CCHE seek appropriations sufficient to implement fully S.B. 398, and seek resolution of any legal or constitutional questions related to state funded student financial aid programs for enrollees of private and proprietary institutions.

Recommendation 2:

It is recommended that CCHE seek appropriate legislation to expand the number of state supported student financial aid programs available to Colorado residents enrolled in private and proprietary institutions within the State.

Recommendation 3:

It is recommended that CCHE explore other funding techniques in addition to the student financial aid programs to provide residents of the State with diversified educational opportunities in both the public and the private sector.

Issue H: To what Extent should the State Support Student Access in Rural Colorado?

Background:

An individual living in urban Colorado has access to a variety of publicly supported postsecondary educational opportunities. In fact, many students can often achieve most, if not all, of their educational goals without leaving their primary place of residence or current employment position. However, much of Colorado remains rural and is comprised of widely dispersed communities. As a result of limited population bases necessary for institutional support, student access is not as well developed in those areas.

Analysis/Discussion:

Student access (including the provision of equal educational opporutnity without regard to place of residence) is one of the major goals of this planning document. This goal, however, may be in conflict with another important goal of the master plan - quality. In a period of finite resources it must be recognized that increased access might be at the expense of quality, or vice versa. In the past, the State has addressed the balance between quality and access through state support of rural colleges, supplemented by academic program offerings through the Outreach program. There are, however, certain problems resulting from the current arrangement.

First, the rural postsecondary educational institutions are smaller than their urban counterparts. As a result, they tend to be relatively high cost institutions on a per full-time-equivalent (FTE) student basis. Because of their unfavorable position in FTE cost comparisons, legislative attention is focused upon appropriations for these institutions and their viability is often in question. Further, because tuition is derived from the per student cost, tuition rates are often higher than those of comparable urban institutions. This results in a declining spiral of lower enrollments, higher costs.

In many rural areas no colleges exist, and individuals must depend upon Colorado's Outreach program to obtain postsecondary education. Because Outreach tuition rates are generally higher than those prevalent on campus, rural students must pay additional charges for these services. Additionally, because of the self-supporting manner in which the Outreach program is operated, needed classes cannot always be offered because of class size requirements. Therefore, it is likely that increased subsidies will be required to maintain access to quality programs in rural Colorado.

Recommendation:

It is recommended that the State support student access to the citizens in rural Colorado through the recognition of and endorsement of subsidies to selected institutions and Outreach beyond what is generally provided for in the appropriations process. If the problem of declining enrollments continues, higher costs to both the State and students are inevitable and alternative means of delivering educational services in rural Colorado will have to be explored.

Issue I: What Changes should be Made to the Current Student Financial Aid Programs?

Colorado currently has a well balanced set of student financial aid programs for students attending public institutions. These programs range from a comprehensive student employment program to need-based grants and merit scholarships for both graduate and undergraduate students.

However, at least two significant constituent groups are not served adequately by the existing programs. The first is comprised of those Colorado residents attending private and proprietary institutions. The needs of this group are addressed in Issue G. The second group is comprised of students from so-called "middle-income" families, who often qualify only for minimal amounts of assistance, if at all, and yet who find the costs of postsecondary education burdensome, especially if they choose to attend those institutions with higher tuition rates.

The needs of this group are further exacerbated by the fact that the major federal program upon which they have traditionally relied; that is, the federally insured Student Loan Program, is scheduled to be phased out by 1981.

There are several alternatives for addressing the needs of this middle-income group, among them:

1. A tax credit system for incurred costs of higher education
2. An overall reduction of tuition at state supported institutions, with increased General Fund appropriations to replace the lost revenues at the institutions
3. Creation of a state guaranteed loan program similar to either the federal program or some other model of educational loan program
4. Adjustments to the eligibility criteria for the existing student aid programs to allow middle-income students to qualify for higher levels of assistance.

Recommendation:

It is recommended that the Colorado Commission on Higher Education explore each of the alternatives stated, as well as other possible solutions for best serving the needs of middle-income students, and seek implementation of one or more alternatives during the planning period.

Issue J: What Changes (if any) should be Made in the Administrative Structure of the Auraria Higher Education Center?

Background:

The Auraria Higher Education Center had its origin in the late 1960s when the Trustees of State Colleges focused on the Auraria site as a possible location for newly formed Metropolitan State College. The Colorado Commission on Higher Education (CCHE) proposed that the Auraria site be shared by the University of Colorado at Denver which was already located adjacent to the site and by the newly authorized Auraria Campus of the Community College of Denver. The Commission provided an Auraria director to conduct the original Auraria Higher Education Center planning from 1969 to 1972. In 1971, the Governor established an Auraria Board of Directors by Executive Order. In 1972, the General Assembly appropriated to the Governor's office funds for the construction of Auraria and for a planning staff. These funds were administered by the non-statutory Auraria Board of Directors. In 1974, the Auraria Board was given statutory authority by the General Assembly (23-70-101, C.R.S. 1973).

The construction appropriation provided for a common campus (i.e., physical facility) for three Denver postsecondary institutions: The Community College of Denver-Auraria (CCD-A), Metropolitan State College (MSC) and the University of Colorado at Denver (UC-D).

The total Auraria development consists of about 170 acres and 1,350,000 gross square feet of buildings. It cost $45 million in state capital construction funds, with about $29 million in federal and city urban renewal funds and $9 million in self-maintaining revenue bond funds.

Analysis/Discussion:

Administrative responsibility for the following programs was agreed upon as indicated: 1) management of the Auraria Library -UC-D; 2) management of the Student Center and Physical Education Facility - MSC; 3) management of the Media Center - CCD. For purposes of determining the tuition rate for each institution, plant operations and Auraria Library expenditures are prorated.

While the delegation of responsibility in the above areas appears to be a satisfactory arrangement, other relationships between the Auraria Board and institutions have resulted in some conflict during the past year. Difficulties seem to center in operating areas relating to maintenance, security, parking and space allocation. Following discussions between CCHE and a wide variety of persons directly involved in the Auraria Higher Education Center, it appears that the discontent can be attributed to: 1) inadequate levels of funding; 2) lack of decentralization in certain areas; 3) lack of centralization in certain other areas; and 4) lack of clear delineation of areas of authority and responsibility.

Funding for currently centralized operations such as plant operations, maintenance, utilities, security and grounds appears to be a problem. Beyond the limitations that exist within the current appropriations, there are also limitations due to the current method of operation. Where significant short-term problems arise, opportunities for transfer of funds or support from other categories of expense are not available because they are on other campuses. In addition, the implementation of use policies (such as no food in the classrooms) has been limited due to separation of responsibility and authority, Continued "united" support from all institutions and the AHEC Board will be necessary if the funding problems are to be resolved.

It appears that other areas of tension could be relieved through additional decentralization, particularly in areas such as custodial services. The opportunity for institutional administrators to set priorities for space assigned to them would allow them to be responsive to requests from within their institution. Decentralization also would make institutional administrators directly responsible for seeing that any special services are provided within the available resources allocated for their facilities, and would provide an incentive for continued support for increased funding levels.

As mentioned above, the Commission's discussion with the various parties involved in Auraria also indicated that in certain areas (mail service is one specific example) further centralization might provide more effective service to all parties.

Recommendation:

The Commission supports the basic concept of the Auraria Higher Education Center consisting of three independent, distinct institutions with an Auraria Board of Directors responsible for certain centralized duties which can more efficiently or effectively be provided by such a "neutral" fourth party. Because Auraria is just now completing its first full year of operation, CCHE does not at this time propose any changes in the statutory framework for Auraria.

In light of acknowledged differences, it is recommended that the Auraria Board of Directors and the institutions thoroughly examine, during the next year, all areas of centralized management to evaluate where further decentralization to the institutions would be desirable. Additionally, it is recommended that the Auraria Board and the institutions review such management areas where further centralization might be desirable.

Finally, it is recommended that the Auraria Board formulate plans to implement the above recommendations. An initial status report will be provided by the Auraria Board to CCHE no later than December 15, 1978.

Issue K: What Criteria should be Employed in Analyzing Proposals for New Academic Programs? What Criteria should be Employed in Reviewing Existing Programs?

Background:

Title 23, Article 1, Section 107 of the Colorado Statutes vests the Colorado Commission on Higher Education (CCHE)with the authority to:

> Review and approve, consistent with the institutional role and purpose, the proposal for any new program before its establishment in any institution . . . The term program includes the establishment of any new curriculum which would lead to a new degree program or the establishment of a college, school, division, institute, or department.

Paragraph (1) (d) of section 107 also requires the Commission on Higher Education to:

> . . .recommend to the respective governing boards of such institutions on such programs which could be eliminated or consolidated because they constitute unnecessary duplication or because there are other good and sufficient causes for their elimination or consolidation.

Procedures for writing new program academic proposals have been operational for over ten years. Processes for reviewing existing programs have existed informally for many years, and during 1977 the Commission began to implement a process whereby several existing academic programs will be reviewed in a systematic manner each year.

An internal procedure for reviewing proposals presented to the CCHE has been in operation for one year.

Analysis/Discussion:

Since 1968 and following a revision in 1970, the Commission has utilized two basic documents for academic program review:

1. "Guidelines for New Degree Programs"

2. "Format for Submission of New Degree Programs"

These documents define and articulate for operational purposes:

1. Declaration of policy relating to the Commission intent to review new academic program proposals in a systematic manner

2. Duties with respect to roles and functions of institutions

3. The underlying goals of CCHE program planning

4. Criteria for judging new programs

5. Format in which new program proposals are to be submitted

While the processes have worked satisfactorily, it is recognized that improvements should be made. These improvements should take into consideration current resource constraints.

It seems clear that every campus cannot be self-sufficient and all-inclusive. Such factors as enrollments and fiscal conditions will not permit the duplication that would be required to make or maintain every institution totally comprehensive.

The Commission supports increased access to quality programs, but not through increasing their proliferation on each campus. Rather, new ways that provide access, in a cost effective manner, through cooperative efforts, multi-media approaches, development of specialized roles and other experimental approaches must be developed.

During the five-year planning period, a comprehensive academic master plan will be developed for each institutional campus.

Within each master plan, consideration will be given to the following questions:

1. Are projected new academic programs (if any) consistent with the state master plan and CCHE defined role and mission statement?

2. Are the anticipated resources of the campus (primarily in terms of existing faculty positions and strengths and new faculty positions anticipated) sufficient to initiate and sustain all of the programs projected? If not, will some faculty positions be reallocated from existing programs, or will the number of projected programs be reduced?

3. Is there a commitment to allocating resources to the development of new programs rather than to existing programs?

For each program projected in the academic master plan, consideration will be given to the following:

1. Does this program fill an unmet need in terms of a) student demand; or b) state-wide or regional manpower needs? If neither of these, is there some other compelling rationale for the program?

2. Is the new program the most efficient way of meeting the need identified, or are there other alternatives?

3. Are expectations about student enrollment realistic when compared with experience at other campuses?

4. Do programs exist on the campus or at nearby campuses from which the projected program would draw students? If so, have plans been made for the resulting enrollment declines in existing programs?

5. If the program is one which will prepare students for a specific occupation or profession, are there current surpluses of individuals in the region or in the State so trained? If so, are there indications that the need will increase? If not, is this a wise investment of campus and state resources?

6. If the program is one which is designed to provide professional upgrading of individuals who are already employed, are there openings at the higher professional levels?

7. Will failure to implement this program require altering other plans of the campus? Will some instructional areas be left incomplete?

It is important that judgments about new and existing programs be made not on one of these factors, but by full consideration of all of them --and by consideration of any other factors which might be unique to a particular program. It is also important to note that application of all these factors can raise additional policy questions. For example, sometimes regional need conflicts with state-wide need in terms of training manpower. It is not unusual for student demand for some occupational programs to exceed greatly the needs which are perceived to exist for individuals with this training. A program which is important and critical to the development of one campus may, if implemented, result in enrollment declines in the corresponding program at another campus. There is, moreover, a balance to be maintained when there are differences in what is to the benefit of an individual campus and what is to the benefit of the State and its citizens. While external conditions may result in slight shifts of this balance, it is critical that the importance of all three be recognized.

Recommendation 1:

It is recommended that CCHE seek funding to implement a comprehensive program review process that will provide for a complete review of all existing programs during the five-year planning period.

Recommendation 2:

It is recommended that CCHE require the submission of a comprehensive five-year academic master plan from each campus to be submitted within the five-year planning period and according to a CCHE determined timetable. This master plan will represent the program implemetation of the institution's role statement and no new programs will be approved in the absence of an approved academic master plan. A basic format for this plan will be developed by CCHE in consultation with the institutions.

Recommendation 3:

It is recommended that CCHE, in cooperation with the institutions, develop appropriate program review criteria to be employed in the review of new or existing academic programs. These criteria shall include processes relating to:

1. Consistency with the state master plan
2. Relevant resource requirements for academic programs
3. Use of economic conditions and job-market analyses

The recommendations will be implemented immediately following the approval of the master plan.

Issue L: How should the Trustees' Consortium Arrangements be Coordinated?

Background:

During the 1976-77 legislative session, the Trustees of State Colleges received a status change in relation to their efforts towards intercampus resource sharing. The stautory change resulted in a new name for the governing board and provided legislative intent (subsequently bolstered by a legal opinion) for implementation of a multi-campus consortium. The consortium arrangement provides for the delivery of any member campus program to any other campus.

Analysis/Discussion:

A consortium arrangement may require resources to flow from one campus to another. Explicit formal agreements are developed which dictate the allocation of students, faculty, cash and General Fund appropriations. Post-audits and campus unique variance reports are designed to provide adequate accountability as well as visibility in the request budget documents.

Periodic reports to the Colorado Commission on Higher Education (CCHE) and program approval (when appropriate) will be necessary to provide adequate accountability over duplication, quality, etc. The State Colleges and University Consortium may make arrangements with non-Consortium institutions. CCHE may utilize the Consortium to administer joint programs with non-Consortium institutions for the purpose of improving quality and access for students.

The Commission recommendation in the realignment of Consortium institutions as incorporated under Issue B does not imply lack of support for the continuation of a strong consortium operation as developed by the Trustees of State Colleges and University Consortium.

Recommendation:

It is recommended that the Consortium Program be implemented as an alternative to permanent program duplication. General guidelines which should be followed include:

1. Specific contractual arrangements between institutions will be consistent with state fiscal rules and legislative intent.
2. Consortium activities will be subject to enrollment and fiscal audits and be visible in the request budget documents of the participating institutions.
3. CCHE will monitor and approve the degree program arrangements.
4. Since the primary mission of the Consortium is to meet the educational needs of students in Colorado by implementing the resource-sharing program between the Consortim institutions and with other

institutions of higher education to maximize program availability, it is recommended that funding be provided to assure adequate implementation of this resource-sharing program.

The recommendation will be implemented immediately following the approval of the master plan.

Issue M: What is the Appropriate Relationship for a State-wide Master Plan on Higher Education to Affirmative Action?

Background:

A large body of civil rights legislation* over the past twenty years has caused virtually all public agencies to produce formal commitments to policies of non-discrimination and equal opportunity for all persons. These formal commitments are guided by affirmative action programs devoted to the elimination of discrimination and the removal of barriers that create and perpetuate inequity. This state-wide postsecondary educational master plan contains a commitment to affirmative action.

Analysis/Discussion:

This master plan contains several examples which lead to an affirmative posture towards access for all people to postsecondary education:

1. "To provide full and equal access for all persons capable of and interested in postsecondary education." (Major theme, Section II)
2. "The Full Development of Each Individual's Unique Potential" (Goal, Section II.)
3. "The Achievement of Equality of Educational Opportunity for all Persons without Regard to Age, Sex, Race, Religion, National Origin, Economic Status, Handicap, or Place of Residence" (Goal, Section II)
4. "Insuring the Survival of Society through Education For Interdependence as well as Independence" (Goal, Section II).
5. "Promotion of equitable tuition policies" (Objective, Section II; Issue , Section V).
6. "Promotion of respect for all cultures . . . ." (Objective, Section II).
7. "Providing for adult continuing education" (Objective, Section II).
8. "Promoting the elimination of sexism, racism and agism" (Objective, Section II).
9. "Lessening financial barriers to access" (Objective, Section II).
10. The use of demographic and economic data relating to Colorado's future as one basis for educational planning (Section III)

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* Primary legislative actions include Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Executive Order 11246.

11. Promoting Institutional diversity while securing common core program offerings to maximize access (Institutional role statements, Section IV).

12. Proposals strengthening outreach programming, improving remedial training, promoting consortia, and re-examining student aid programs (Issues, Section V).

The above items represent a mixture of broad, conceptual statements and specific, operational recommendations. A major limitation in the plan, however, is the availability of reliable data with which racial and ethnic relationships can be related to current regional demographic and economic studies. The shortcomings tend to limit comprehensive educational planning designed to be responsive to complicated and changing socio-economic environments across the State.

Recommendation 1:

It is recommended that CCHE work with the institutional governing boards in promoting the continued development and implementation of affirmative action plans and educational opportunity programs which meet or exceed current federal and state statutes.

Recommendation 2:

It is recommended that CCHE promote the collection of reliable racial and ethnic statistics relating to demographic and economic changes in the State, and that CCHE take a leadership role in promoting the use of these data throughout state government in order that quality of the total data base is both improved and more useable for educational planning.

Recommendation 3:

It is recommended that, subsequent to the Supreme Court decision on the "Bakke" case, CCHE initiate, in conjunction with the governing boards, a review of Colorado public policy towards graduate school admission so that such policy can be made consonant with national goals and standards.

Issue N: What is the Appropriate Role for the State in Support of Postsecondary Area Vocational Schools?

Background:

In 1973, the Legislature authorized state support of postsecondary vocational programs at area vocational schools. The legislation (House Bill #1343) authorized reimbursement to the area vocational schools in an amount up to $1,175 per student full-time-equivalent (FTE) (as amended in 1977 by House Bill #1362) for the direct operating expenses of postsecondary vocational programs approved by the State Board for Community Colleges and Occupational Education (SBCCOE). Only students with a declared vocational objective in credit occupational courses are included. Students enrolled for avocational objectives or those enrolled in non-credit or non-occupational courses, are not counted for reimbursement.

Analysis/Discussion:

The seven area vocational schools currently reimbursed for postsecondary programs are requesting support to expand their role to include remedial programs and services or course work in adult basic education and general education development for those vocational students who may benefit. Such a shift in role and mission would move the postsecondary area vocational schools closer to the role of a community college. Distinctions between the responsibilities of the secondary school districts and the State's responsibility for remedial and adult basic education would become unclear.

Recommendation 1:

It is recommended that the State maintain support of postsecondary area vocational schools for vocational programs only and encourage area vocational schools to continue to make available remedial and adult basic education through their local school affiliates.

Recommendation 2:

It is recommended that SBCCOE articulate the responsibilities and rights of the seven independent area vocational schools in terms of funding/governance relationships with the State.

Issue O: What Changes (if any) should be made to the External Governance of the Community College of Denver?

Background:

The Community College of Denver was established in 1967 as a multi-campus community college with a central administration. There is a single president who operates a central office whose functions include all personnel, accounting, public relations, budgeting, automated data processing, facilities planning, sponsored programs, institutional research, purchasing and affirmative action activities. A vice president on each campus is responsible for the day-to-day operations of the campus. The vice presidents have limited final authority. There is a single local advisory council which advises the president of the college. The three campuses, Auraria, Red Rocks and North, have distinct personalities and serve different types of students. The "local communities" have expressed a desire for an increased voice in the activities of each campus

Analysis/Discussion:

The Denver Metropolitan area has a great many common characteristics and a single system for the local community colleges has much to recommend it. It should make the system more responsive to overall community needs and permit easy coordination of offerings within the metropolitan area. The organizational structure chosen for this task, however, has resulted in extensive centralization and limited authority on the local level. For example, personnel functions have been centralized to the point where decisions have become quite cumbersome. Alternate organizational structures are available. One which was considered, and rejected, was to create three independent community colleges. This would, however, only serve to complicate academic coordination in the Denver Metropolitan area. An alternative recommendation would preserve the best of the system while permitting the local campuses to be administered in a way compatible with local needs. It will also permit the chief executive officer on each campus to assume the responsibility necessary to accomplish his tasks and provide him with the proper authority to do so.

Recommendation 1:

It is recommended that the State Board for Community Colleges and Occupational Education take the administrative steps necessary to evolve a more balanced and decentralized administrative system. The conversion will begin effective with the approval of the master plan. The details of the decentralization should be worked out with the incoming president, the local advisory council and SBCCOE.

Recommendation 2:

It is recommended that the State Board for Community Colleges and Occupational Education take the necessary steps to establish an appropriate local advisory council arrangement for each campus and the central administration. A report on progress made under this recommendation should be make to the CCHE no later than December 1, 1978, so that CCHE can provide an appropriate report to the legislature on February 1, 1979.

Recommendation 3:

It is recommended that no new community college be established in the Denver Metropolitan area during the planning period, and that any community college established subsequently be placed within the new Community College of Denver decentralized structure.

Issue P: What Is Remedial Education? What should the Relationship be:

1. Between Secondary and Community College Remedial Education?
2. With Respect to the Role of Baccalaureate and Graduate Colleges and Universities?

Background:

During the past thirty years or so, an entire spectrum of less than college-level academic programming has evolved in the U.S.. Along with the normal K-12 sector (elementary, junior high, middle school and senior high), society now supports (in one manner or another) adult basic education, "remedial" education for persons possessing the high school diploma yet lacking commensurate skills in one or more subject areas, and formal GED (high school equivalent) programs. Universities also have been called upon to respond to the needs of growing numbers of what are termed "non-traditional" students, many of whom have severe educational deficiencies. In addition, colleges and universities have been matriculating students with established academic credentials, but who often need special academic assistance to cure specific deficiencies.

Analysis/Discussion:

Basic to the discussion of the remedial education issue is consistent terminology. For the purposes of this discussion, the following definitions will be used to describe remedial education which takes place in postsecondary education:

1. Adult Basic Education - Basic literacy and arithmetic skills. The enrollees do not necessarily have a postsecondary degree or certificate as a major personal goal.
2. General Educational Development (GED) - Preparation for high school equivalency certification.
3. Basic Skills - Basic reading, writing and mathematical skills training designed to achieve the minimum skills needed to meet specific postsecondary education goals of the matriculated student.
4. Spot Deficiencies - Limited basic skills courses designed for use in colleges and universities for generally well-prepared students who have a deficiency in a particular academic subject area.

The proposed solution to the remedial issue is the assignment of the above four areas of remedial instruction to the appropriate delivery system.

Recommendation 1:

It is recommended that the various categories of remedial instruction defined above be assigned to the various sectors as follows:

I. Adult Basic Education and GED Preparation (remedial categories 1 and 2)

   a. Elementary/Secondary (K-12) sector

   b. Adult Education Centers (services delivered by school districts, county or regional governments, volunteer and other non-public supported institutions)

   c. Community Colleges

II. Basic Skills Training (Category 3)

   a. K-12 sector

   b. Community Colleges

III. Spot Deficiency Programming (Category 4)

   a. Community Colleges

   b. Four-year Colleges

   c. Universities

The age of the participant is important from a psychological and legal perspective. Adults and youths who have dropped out of high school frequently possess psychological (and related) problems associated with returning to a high school campus.

The basic definition for postsecondary open-door programming consists of requiring a high school diploma or equivalent or being at least sixteen years of age. The application of laws and procedures becomes difficult, however, when the student without a high school diploma who can benefit from the community college experience falls into one of two age groups:

1. Under sixteen years of age

2. Sixteen to seventeen years of age

It is suggested, therefore, that the following series of recommendations be considered in the solution for remedial/GED articulation:

Recommendation 2:

It is recommended that individuals who are less than sixteen years old receive their remedial and/or GED instruction from their local high school district.

Recommendation 3:

It is recommended that individuals who are over sixteen but less than eighteen years of age and do not have a high school diploma and who demonstrate that they can benefit from a community college experience be permitted access to a postsecondary program. A formal administrative process is needed, however, to control and monitor the implementation of this recommendation. In addition, it appears logical that joint K-12 and postsecondary funding sources should be employed where appropriate.

Therefore, the Department of Higher Education and the State Department of Education (with the assistance of school districts) shall develop an administrative process which provides both student access and appropriate funding mechanisms. A suggested protocol is as follows:

Representative Protocol for Implementing Recommendation 3

Individuals Over Sixteen But Less Than Eighteen Years of Age May Avail Themselves of Remedial Education Opportunities at a Public Postsecondary Institution If:

1. The individual requesting the training at a postsecondary institution has been out of high school for a minimum of six months;

2. The requesting individual has obtained written advice from his/her local K-12 school district that it is in the best interests of the individual that remedial training (as defined in Recommendation 1) be provided by a community college and not the school district of other ABE/GED training centers.

Recommendation 4:

It is recommended that basic skills training receive appropriate state funding when conducted at community colleges. Basic skills training at four-year colleges may occur and receive state support whenever it is demonstrated that the remoteness of community colleges and area vocational schools constitute a significant barrier to access.

Recommendation 5:

Spot deficiency programming at community colleges will be considered as a part of the basic skills program. Spot deficiency programs at all other institutions will receive state funded instructional support.

Recommendation 6:

The CCHE will work with SBCCOE and the State Department of Education in the development of rational and explicit guidelines for applying student aid procedures to individuals enrolled in remedial programs.

Issue Q: What Should be the Procedure Whereby Postsecondary Educational Institutions Submit Master Plans to the Colorado Commission on Higher Education? What Should be the Content of these Plans? How Should the Insitutional Process Evolve?

Background:

State-wide coordination of postsecondary education can best help to insure the diversity and quality of institutional roles and programs within a comprehensive system by responsibly delineating roles, missions and objectives within the context of a master plan for each institution. There should be a comprehensive method by which institutional master plans may be submitted to the coordinating agency of state government. State-wide objectives or evaluations should be developed and used to measure institutional effectiveness in fulfilling roles, missions and objectives as outlined in institutional master plans. The Colorado Commission on Higher Education is charged by statute to make budgeting and program review and approval based on institutional master plans.

Analysis/Discussion:

In order to promote continued and increasingly effective state-wide planning and coordination for Colorado postsecondary education, it will be necessary for the Colorado Commission on Higher Education to initiate the process whereby institutions responsibly deal with fundamental problems and needs from a state-wide perspective of access, diversity and quality.

Recommendation:

It is recommended that the Colorado Commission on Higher Education, in consultation with the institutions, develop a format for master plans that includes at a minimum the following:

1. Planned/projected student enrollments by program area
2. Planned/projected student enrollments by program level
3. Planned institutional directions
4. Future programs to be added
5. Indicators of future facilities
6. Future programs to be dropped
7. An assessment of future program needs in the service area
8. Institutional evaluation of previous goals and objectives
9. Outcome indicators
10. Indicators of major resource requirements for the future
11. Indicators of compatibility with state master plan.

Issue R: What should be the Role for the Colorado Commission On Higher Education in the Postsecondary Education Budgetary Process?

Background:

The Colorado Commission on Higher Education (CCHE) was created by statute in 1965. A series of modifications to the original statute produced detailed responsibilities relating to the educational budgetary process:

1. Develop and maintain uniform formats for budget submission
2. Develop request budget recommendations (detailed for each campus)
3. Present budget recommendations to the executive and legislative branches of government
4. Prescribe uniform financial reporting systems for postsecondary institutions
5. Develop and implement capital construction request forms, procedures and planning processes (five-year construction plans, etc.)
6. Approve all capital construction program plans for development of higher education
7. Approve acquisition of real property of state supported institutions of higher education

The above duties, along with related responsibilities in academic program review and institutional research, required the Commission to analyze requests and recommend appropriations at a detailed level. The process became prescriptive and difficult to handle, especially after a severe staff retrenchment during 1976-77.

Legislation was sought and achieved during the last legislative session which clarified the role of the Commission as it related to operating budget requests. House Bill #1572 modified 23-1-105 (C.R.S. 1973) by striking the need for CCHE submission of specific budget recommendations. The new responsibility in this area required CCHE to review campus budget requests to "determine its consistency with state plans and policies and institutional roles and missions." Budget comments are still required but must relate to "the roles and missions of the institutions of higher education and to policies and plans for the system of higher education as a whole."

Analysis/Discussion:

Administrative style and scope for implementing House Bill #1572 are subject to interpretation. State plans and policies can be very specific as can campus master plans. Thus, the law may call for policy and general level recommendations, but the staff will have to analyze at fairly detailed levels before cogent generalizations can be made. In addition, specific responsibilities relating to budgetary and financial reporting forms and capital construction remain unchanged.

Dealing with higher education "as a whole" enables CCHE to make recommendations designed to improve the budgetary process for the betterment of all higher education. The recommendations focus upon three areas:

1. The budgetary process itself, by making recommendations relating to request formats, institutional flexibility in executing appropriated budgets, and the scope of the appropriations legislation
2. Promoting, developing or encouraging the use of formal processes which estimate the relative level of certain types of resource needs, based upon individual campus role, scope and mission
3. Establishing the general framework for institutional requests by initiating the budget process estimates for enrollment, student/faculty ratios, faculty salary increases, and tuition policy, as well as estimates of general fund constraints.

Recommendation:

It is recommended that CCHE promote, encourage and develop processes designed to:

1. Improve the budgetary process, particularly with respect to relationships between requests and appropriations and CCHE-designated role and mission statements of institutuions.
2. Report on institutional accomplishment of the goals, objectives, and roles and missions in the master plan.

Issue S: What Should be the Automated Data Processing (ADP) Capabilities within Higher Education and How should They be Coordinated and Funded?

Background:

During the past decade, the State of Colorado has attempted to devise a master plan for Automated Data Processing. Several attempts (1969, 1972, 1974) were made, but the outcome has been only partially successful. The major reasons for a lack of success in this endeavor include:

1. Rapidly changing technologies
2. Overlapping responsibilities within state government
3. Differences in needs between academic and administrative data processing
4. Conflicting political and management considerations which simultaneously attempt to both centralize and decentralize data management and use in state government

After several attempts to devise a process leading to a common management information system, it was decided in the 1977 ADP Master Plan to separate higher education from the rest of state government. A special task force was formed by the Association of Public Colleges and University Presidents (APCUP) to study how postsecondary data needs were to be managed. The first report of the task force was sent out for field review during October 1977.

Analysis/Discussion:

The task force was charged with studying both the needs of administrative and instructional computing. The preliminary recommendations of the task force suggest:

1. A state-wide computing consortium called the Higher Education Computing System
2. All state postsecondary insitutions should belong to the consortium
3. Adequate state funding and significant increases in institutional autonomy in ADP would be necessary for the success of the consortium
4. Implementing the consortium by establishing regional responsibilities

The primary mission of a state-wide consortium is to meet the educational and administrative needs of each institution by providing:

1. Equal opportunity of access to students requiring ADP instruction or support
2. Support services to the campus operating units (i.e., personnel, budget, admissions, etc.)

3. A process to maintain quality of services by upgrading equipment to a capital base designed for networking

4. Funding and positive incentives for innovations while maintaining ongoing activities

5. Major goals which can be met via evolutionary steps

6. Separating administration and instructional operations and responsibilities

The preliminary recommendations of the APCUP task force include an implementation plan. The implementation plan calls for either a new state agency or establishment of a private corporation.

The proposed changes carry with them several significant fiscal impacts. A conscientious effort to maintain current hardware capability in a period of rapid technological change will call for basic moves away from more traditional purchase procedures. The net incremental cost above current appropriation levels, however, may not be as significant.

Specific costs cannot be determined at this time, however, because the 1977 ADP Plan has proposed three basic alternatives (relating to state level policy); therefore no estimate can be made at this time.

Recommendation 1:

It is recommended that APCUP continue in its efforts to elaborate and refine an operational ADP consortium with regional centers of responsibility.

Recommendation 2:

It is recommended that upon completion of the APCUP task force effort, CCHE review and incorporate (where appropriate) the policy and major administrative decisions for potential incorporation into the master plan for higher education.

Issue T: What is the Appropriate Relationship between Student (i.e., Family) and State Contributions in Covering the Cost of Postsecondary Education?

Background:

The issue involves the balance between direct state aid to institutions versus the appropriate student/family (i.e., tuition) contribution toward covering of the costs of education. The issue normally focuses upon the appropriate level for tuition. Traditionally, the United States has supported relatively low tuition because of the basic belief that society benefits at least as much as the individual from a college education.

During the past decade the cost of equalitarian education (i.e., open-door matriculation) and the general increase in educational costs have changed federal educational policy from a predominately institutional aid philosophy to a mixture of institutional and student aid.

In Colorado, the staff and leadership of both the executive and legislative branches of government have been re-examining the relative level of tuition charged at Colorado institutions.

Analysis/Discussion:

In Colorado, the resident student pays either 22.5% (two-year colleges) or 25% (four-year and university) of the education and general expenses of running a college campus. Not all categories of expense are included, thus the above figures represent approximately 18% of total costs.

The financial crunch in higher education began in the late 1960s and triggered several national studies which were published during the first half of the 1970s. Most of these reports suggested that tuition be increased over time to approximately one-third to one-half of education and general expenses. Included in these studies was a tuition "gap" (public versus private institutions) which further complicated the issue. Currently, rising costs of education are beginning to price out of the market large numbers of students from middle class families. With the real possibility that one or more federal student aid programs will expire in a few years, the potential impact upon state funds to maintain access via student aid programs could be very significant. Citing total student costs for education, the American Association of State Colleges and Universities has stoutly defended low tuition for maintaining student access.

It is within the above conflicting histories and analysis that the basic issues have re-emerged again for re-consideration:

1. What fraction of educational costs should be borne by the student and his family, and what proportion by society?

2. Should the public subsidy (i.e., state/federal support) to higher education go primarily to institutions or to students?

3. Should subsidies to students be primarily in the form of loans or grants?

These questions must be asked in light of the total costs (to students and society) of higher education:

1. Income foregone by the student while he/she is in college

2. Tuition, fees, room and board

3. State support to the institution

A prime element in the low vs. high tuition debate is maintaining access. Advocates of higher (than current) tuition rates argue that access can be maintained with offsetting increases in student financial aid Resolution of this basic argument has never been accomplished. The basic advantages for high tuition - high student aid versus low tuition - low student aid are summarized below (See Table 2).

Advantages to High Tuition (High Student Aid)

1. Encourages efficient allocation of resources according to student preference in order to maximize desired student benefits.

2. Promotes freedom of choice and educational opportunities by reducing restraints imposed by financial need

3. Enhances market action that promotes "healthy competition" and lessens effects of the differential subsidies presently enjoyed by public institutions

4. Consistent with belief that students benefit most from higher education and, therefore, should pay, in accordance with their ability, most of the costs.

Advantages to Low Tuition (Low Student Aid)

1. Encourages efficient allocation of resources according to the judgement of government and education officials as to how society is best served

2. Provides educational opportunity for all students by making possible low tuition

3. Allows colleges and universities to achieve a certain amount of flexibility and freedom from market pressures.

4. Consistent with the belief that society benefits most from education and therefore should pay most of the cost through tax revenues

5. Involves lower administrative costs because institutions not students are the recipients.

	Low tuition plan	High tuition plan
Description	Institutions receive large government subsidies approximating full cost of education. Major payment by society through progressive tax system.	Institutions charge tuition approximating full cost of education. Generous aid provided needy students by government and philanthropic sources. Major payment by students and their families with middle and high incomes. Society pays through progressive tax system.
Equity: Benefactor believed to receive greatest returns from education and therefore is most responsible for its cost.	*Society at large* Payment made through progressive tax system according to earning level. College graduate and nongraduate taxed alike; graduates average larger payments due to greater lifetime earnings.	*Students* Middle- and upper income students and their families pay more through tuition and taxes. Students from low-income families pay substantially less.
Equality: Equal educational opportunity among all income levels	Low-cost education provided indiscriminately for all. Aid often not sufficient to cover *total* expenses required by needy students.	Needy students must receive generous aid. Insufficient aid severely limits opportunity for qualified low-income students. Opportunity for middle- and high-income students limited only by willingness to pay (according to financial ability) and/or to borrow.
Market action: Student choice of college is less dependent on ability to pay. Stimulates fair competition among institutions.	Low-tuition public institutions compete fairly within State for resident students. Low-tuition institutions have competitive advantage in a dual-pricing system. Continuation of dual system hastens growth of public sector and forces some private institutions to close	High-tuition private institutions compete fairly among themselves to the extent equal student aid is provided. If tuition were raised in the public sector, the negative effects of dual pricing would be reduced. Substantial student aid improves competition among sectors.
Resource allocation	Allocation of resources based on judgment of institutional administrators, faculty, and government officials attempting to maximize returns to society and to the individual student. Inefficient from standpoint of providing equal subsidy to all students regardless of need.	Allocation based on student preference to maximize direct benefits to himself. May result in institutions catering to student buyer. Efficient from standpoint of providing greatest amount of aid to students most in need.
Redistribution of income effects	Mainly redistributes income *within* family income classes in favor of students attending low-tuition colleges.	Redistributes income from families and students with high incomes to families and students with low incomes.
Total public support level required	Relatively high, since government subsidy provides nearly free education to all, including those who could afford to pay.	Relatively low, since tuition payments by students serve as a primary source of income.
Government control	Restrictive controls can be attached to government subsidies to institutions. Certain institutions can be favored by nature of support formula.	Less control by government; however, institutions may be pressured to respond to student preferences.
Administrative costs	Lower administrative costs due to relatively small number of total U. S. colleges and universities receiving institutional subsidies.	Higher costs as a result of directly aiding many thousands of students.

Table 2

Source: D. Kent Halstead, Statewide Planning for Higher Education, Chapter 12

Recommendation 1:

Because federal studies are in progress which may significantly change federal student aid programs, and because negative impacts on access and student enrollments are imperfectly understood (but possibly are significant), the master plan does not recommend any significant change in tuition rates at Colorado postsecondary institutions.

Although there are no significant changes in tuition rates recommended, several technical changes within the current tuition philosophy are possible. These changes include:

1. Differentiating tuition between undergraduate and graduate studies
2. Employing common (i.e., sector) pricing within each sector of postsecondary education (community, four-year, universities)
3. Unit pricing - uniform tuition costs per student credit hour.
4. Adding or deleting cost categories within the current tuition formula

In August 1977, CCHE presented an analysis of current tuition practices and the above alternatives to the Colorado Legislative Interim Committee on Higher Education. The basic conclusions were, that with a possible exception relating to sector pricing, the current tuition - student aid philosophy was probably as good as any of the alternatives discussed.

Recommendation 2:

Differential and unit pricing, as well as significant changes in current tuition formula, are not recommended. Sector pricing should be encouraged with the institutional governing boards taking a leadership role in implementing the philosophy.

Issue U: What is the Appropriate Role of the Student in the Governance of Postsecondary Education?

Background:

Student activism of the '70s has been characterized by more conventional approaches to participation in the decisions affecting postsecondary education. In Colorado, non-voting student trustees sit on the State Board of Agriculture, the Auraria Board, the Trustees of the State Colleges and University Consortium, the Trustees of the Colorado School of Mines, and the Trustees of the University of Northern Colorado. Students serve as advisory committee members for the State Board for Community Colleges and Occupational Education and for the Colorado Commission on Higher Education. At the present time, no provisions exist for students to sit as members of the Regents of the University of Colorado.

Analysis/Discussion:

Several states have gone beyond Colorado by establishing voting student memberships on governing boards. The United Students of Colorado have gone on record as supporting student membership on governing boards with all of the rights and privileges enjoyed by regular members.

Recommendation:

It is recommended that the governing boards continue to be sensitive to the involvement of students in the decisions that affect them and give consideration to student requests for formal board representation.

Issue V: What Formal Processes should be Established to Promote Ease of Transfer between Community Junior Colleges and Baccalaureate Institutions?

Background:

Inter-sector articulation has been pursued on an informal basis for several years. On occasion, the Colorado Commission on Higher Education and other state-wide organizations have provided a forum for discussion and review.

It appears that there is a general consensus that significant progress has been made in inter-sector articulation.

Analysis/Discussion:

While inter-sector articulation has improved in recent years, the large number of students enrolling as transfer students in Colorado four-year colleges dictates that continuing attention be given to this issue. Specifically, the issue of transfer of credit and admissions requirements must be addressed.

Recommendation 1:

It is recommended that a forum be developed which increases opportunities for collaboration on articulation and that the governing boards be encouraged to develop suitable forums to implement this recommendation.

Recommendation 2:

It is recommended that CCHE initiate a study, in cooperation with the institutions and governing boards, to explore further admissions requirements for transfer students at baccalaureate institutions.

Issue W: What Criteria should be Employed in Analyzing the Potential Creation, Merger or Closing of Institutions?

Recommendation:

Creating, merging or closing institutions is not recommended during the planning period. CCHE will develop, in consultation with the governing boards, general guidelines addressing these issues by February 1, 1979.

Issue X: What Level of State Support is Appropriate for Intercollegiate Athletics?

Background:

State support for intercollegiate athletics is a complicated problem affecting institutional role, state liabilities on public bonding, economic impacts upon communities, and long-term legislative intent.

Recommendation:

It is recommended that during the planning period, and prior to the initiation of the next five-year planning period, CCHE recommend appropriate rules and regulations regarding the use of state funds for intercollegiate athletics.

Issue Y: What is the Proper Relationship between State-wide Planning Coordination and Collective Bargaining?

Recommendation:

Permissive legislation does not currently exist in the State of Colorado. Until the current situation in the State is altered, comments, criteria and an explicit posture by a coordinating agency appear to be inappropriate.

Issue Z: Should the State Support Avocational/Recreational Programming?

Background:

There exists a long history of legislative intent precluding the use of postsecondary education General Fund support for academic activities not applicable to any degree or certificate program.

Recommendation:

No change in current legislation is recommended.

APPENDIX A

SELECTED BIBLIOGRAPHIES

SELECTED BIBLIOGRAPHY

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APPENDIX B

STATUTORY REFERENCE FOR COLORADO COMMISSION ON HIGHER EDUCATION

TITLE 23
HIGHER EDUCATION AND VOCATIONAL TRAINING

ARTICLE 1
Commission on Higher Education - Work Study Program

23-1-101. Legislative declaration. The purposes of this article are to make opportunities for post high school education as available as possible in Colorado; to avoid needless duplication of facilities and programs in institutions of higher education; to achieve simplicity of state administrative procedures pertaining to higher education; to effect the best utilization of available resources so as to achieve an adequate level of higher education in the most economic manner; and to continue to recognize the constitutional and statutory responsibilities of duly constituted governing boards of institutions of higher education in Colorado. The general assembly declares that nothing in this article shall be construed as a delegation of the ultimate authority and responsibility of the general assembly to determine policies and programs for state-supported higher education in the state of Colorado. The ultimate authority and responsibility is expressly reserved to the general assembly, and it is the duty of the commission to implement the policies of the general assembly.

23-1-102. Commission established. (1) There is hereby established a Colorado commission on higher education, referred to in this article as the "commission". The duties delegated to the commission by this article shall apply to all post high school institutions in the state supported in whole or in part by state funds, including junior colleges and community colleges, and extension programs of the state-supported universities and colleges. The commission shall perform those duties and functions specifically delegated to it by this article; except that duties delegated to the commission by section 23-1-110 may apply to all post-high school institutions in the state whether or not supported in whole or in part by state funds.

(2) The commission shall consist of nine members to be appointed by the governor by and with the consent of the senate and selected on the basis of their knowledge of and interest in higher education. Four members shall be appointed for terms of four years and three members for terms of two years. On or after April 10, 1970, two additional members shall be appointed for terms to expire on May 31, 1971. As of June 1, 1971, and every four years thereafter, five members shall be appointed for terms of four years each; and, as of June 1, 1973, and every four years thereafter, four members shall be appointed for terms of four years each.

(3) At the time of appointment, no member shall have been an officer, employee, or member of a board of control or an officer or employee of any state-supported institution of higher

education in the state for a period of two years prior to his appointment.

(4) The commission shall at no time have more than five members of any one major political party. Members of the commission shall receive thirty dollars per diem for attendance at official meetings plus actual and necessary expenses incurred in the conduct of official business.

23-1-103. Advisory committee. (1) There is hereby established an advisory committee to the Colorado commission on higher education for the purpose of suggesting solutions for the problems and needs of higher education and maintaining liaison with the general assembly and their respective boards. The advisory committee shall consist of not less than ten members to be designated as follows:

(a) Four members shall be appointed from the general assembly, including two senators, one from each major political party, appointed by the president of the senate and two representatives, one from each major political party, appointed by the speaker of the house of representatives. Said four members shall be appointed for terms of two years or for the same terms to which they were elected to the general assembly, whichever is the lesser. Successors shall be appointed in the same manner as the original members.

(b) One member shall be elected by the board of regents of the university of Colorado. One member shall be elected by the state board of agriculture. One member shall be elected by the board of trustees of the Colorado school of mines. One member shall be elected by the trustees of the state colleges and university consortium in Colorado. One member shall be elected by the state board for community colleges and occupational education. One member shall be elected by the board of trustees of the university of northern Colorado. Said six members shall serve on the advisory committee for terms fixed by their respective boards. Successors shall be appointed in the same manner as the original members.

(c) Not more than five additional members representing educational or other groups may be selected and designated by the commission to serve on the advisory committee.

(2) Legislative and other members of the advisory committee not otherwise compensated by the state or a public educational institution shall receive thirty dollars per diem for attendance at official meetings plus reimbursement for actual and necessary expenses incurred in the conduct of official business.

(3) All members of the advisory committee shall receive agendas and staff documents and be notified of all public meetings of the commission and shall be invited to attend for the

purpose of suggesting solutions for the problems and needs of higher education and maintaining liaison with the general assembly and their respective boards.

23-1-104. Organization, meetings, and staff. (1) The commission shall adopt its own rules of procedure, shall elect a chairman, a vice-chairman, and such other officers as it deems necessary, and shall keep a record of its proceedings, which shall be open to public inspection. Meetings of the commission shall be open to the public at all times; but, by a majority vote of the members present at any meeting, the commission may go into executive session for consideration of documents or testimony given in confidence. No final policy decision, resolution, rule, regulation, or formal action and no action approving a contract calling for the payment of money shall be adopted or approved at any executive session.

(2) The commission shall appoint an executive director qualified by substantial training and experience in the field of higher education. The executive director shall be the executive officer of the commission and the department of higher education, shall serve at the pleasure of the commission, and shall receive such compensation commensurate with his duties as determined by the commission. The executive director, with the approval of the commission, shall employ such professional and clerical personnel as deemed necessary to carry out the duties and functions of the commission. Offices held by the executive director and professional personnel are declared to be educational in nature and not under the state personnel system.

(3) The executive director shall conduct all studies and programs of the commission and coordinate such studies and programs with those of other state agencies having duties and functions concerned with higher education, so as to avoid duplication of programs and staff.

23-1-105. Duties of commission with respect to appropriation requests. (1) Requests for state appropriations for the state-supported institutions of higher education shall be submitted on uniform forms prescribed by the commission and approved jointly by the office of state planning and budgeting and the joint budget committee. Requests shall be prepared which reflect each program and activity for which state appropriations are sought, including but not limited to degree programs, extension service, research, intercollegiate athletics, and nondegree instruction. Such requests shall be submitted to the commission, office of state planning and budgeting, and joint budget committee of the general assembly at dates specified by the commission consistent with requirements and procedures of the office of state planning and budgeting and the availability of fall enrollment figures. The commission shall study each budget request to determine its consistency with state plans and policies and institutional roles and missions. It shall present to the governor and the joint budget committee of the general assembly a report with its comments and recommendations relating to the requests, including priorities for appropriations, with reference to the roles and missions of the institutions of higher education and to plans and policies for the system of higher education as a whole. The commission shall be given opportunity by the joint budget committee of the general assembly to present its recommendations to the committee prior to any budget hearings for any institution or group of institutions by the committee. At the budget hearing the commission shall also present its recommendations on capital construction projects for the institutions, as determined under the provisions of section 23-1-106.

(2) Subject to the approval of the controller, the commission shall prescribe uniform financial reporting systems for the state-supported institutions of higher education in conformity with prescribed state accounting systems. Such reporting systems shall reflect all programs and activities of each institution, including but not limited to degree programs, extension service, research, auxiliary enterprises, intercollegiate athletics, nondegree instruction, and public service.

(3) For the purpose of developing comprehensive budget information, the commission may require any state-supported institution of higher education to submit estimates of anticipated income and expenditures for any program or activity in which the institution is engaged, whether or not state-appropriated funds are involved, and to submit audited records of past income and expenditures.

23-1-106. Duties of commission with respect to capital construction and long-range planning. (1) It is declared to be the policy of the general assembly not to authorize or to acquire sites for new institutions of public higher education or any program or activity requiring capital construction unless such sites, programs, or activities have been reviewed by the commission and reported to the general assembly.

(2) The commission shall, after due consultation with the state-supported institutions of higher education and the appropriate state administrative agencies having jurisdiction with respect to planning, public works, and budgeting, prescribe uniform procedures for the development of capital construction programs for such institutions and as nearly uniform standards of space and utilization as possible, with consideration given to the differences in institutional roles and functions.

(3) The commission shall request annually each such institution to prepare and submit to it a projection of building requirements covering estimated needs for the ensuing five-year period. The commission shall determine whether projections for

capital construction of any institution are consistent with the roles and functions of such institution and conform to standards recommended by the commission. The commission shall establish a recommended priority of funding for capital construction projects for all such institutions and shall transmit to the executive budget office, the joint budget committee of the general assembly, and the governor, no later than September 1 of each year, a list of capital construction projects recommended for funding by the general assembly in the next ensuing fiscal year, together with the approved five-year plan.

(4) The commission shall review and approve, consistent with the institutional role and purpose, the master planning and program planning for all capital construction projects of institutions of higher education on state-owned or state-controlled land, regardless of the source of funds, and no capital construction shall commence except in accordance with an approved master plan, program plan, and physical plan. Except as specified in this subsection (4), it is the policy of the general assembly to appropriate funds for physical planning and construction only upon certification by the commission that such appropriations conform with master planning and program planning as approved by the commission or as reviewed by the commission and modified by action of the general assembly. The commission may except, from the requirements of program planning and physical planning set forth in this subsection (4), specified categories of capital construction in which no project will require more than seventy-five thousand dollars of state funds.

(5) All acquisition of real property by state-supported institutions of higher education which is conditional upon or requires expenditures of state-controlled funds or federal funds for its utilization, whether acquisition is by purchase, gift, or otherwise, shall be subject to the approval of the commission.

(6) The commission shall review and approve the plans for all capital construction projects with respect to post high school programs, regardless of the source of funds, and no capital construction project shall commence except in accordance with the approved plan.

23-1-107. Duties with respect to roles and functions of institutions. (1) With respect to the roles and functions of state-supported institutions of higher education in the state, including state junior colleges and community colleges conducting post high school programs, the commission shall:

(a) Review and approve, consistent with the institutional role and purpose, the proposal for any new program before its establishment in any institution and transmit its decision to the institution within ninety days after receipt of such proposal. No such institution shall establish a new program without first receiving the approval of the commission. The term "program" includes the establishment of any new curriculum which would lead to a new degree program or the establishment of a college, school, division, institute, or department.

(b) Review existing or proposed nondegree programs and make recommendations to the governing boards of the respective institutions and the general assembly as to the costs thereof;

(c) Recommend to the respective governing boards of such institutions appropriate roles and functions as part of the overall system of higher education in the state and advise the governor and the joint budget committee of the general assembly of its recommendations in this respect and of the action of the respective governing boards with respect thereto;

(d) Recommend to the respective governing boards of such institutions programs which could be eliminated or consolidated because they constitute unnecessary duplication or because there are other good and sufficient causes for their elimination or consolidation and recommend programs which could be added to present programs of such institutions, consistent with their roles and functions, and advise the governor and the general assembly of its recommendations in this respect and of the action of the respective governing boards with respect thereto;

(e) Make recommendations to the governor and the joint budget committee of the general assembly on the establishment of state-supported institutions of higher education;

(f) Develop a unified program of extension offerings, recognizing the responsibility of the state to provide to the extent possible higher education in communities remote from a campus and the need to integrate the extension functions of state-supported institutions of higher education;

(g) Carry out the policy of the state of Colorado, determined by the general assembly, to maintain a plan whereby the dependents of any person who has been permanently disabled or killed while acting to preserve the public peace, health, and safety in the capacity of police officer, sheriff, other law enforcement officer, or fireman may attend any institution of higher education which is supported in whole or in part by state funds under the benefits of tuition waivers and other similar assistance. In carrying out such policy, the commission shall accept applications from persons who qualify under such plan and, upon determining that an applicant is so qualified, shall recommend to the governing board of the state-supported institution of higher education which the applicant desires to attend or for which the applicant is best suited that a tuition waiver, available scholarship, or similar assistance be granted to the applicant.

23-1-108. Duties of commission with respect to comprehensive planning, research, and statistics. (1) With respect to comprehensive planning, research, and statistics in higher education, the commission shall:

(a) After consultation with the institutions and governing boards, develop and recommend to the governor and the general assembly statewide plans for higher education and maintain a comprehensive plan for public higher education in the state with due consideration of the needs of the state, the role of the individual public and private institutions in the state, and the ability of the state to support public higher education. Such plans shall include the establishment of priorities for initiation of major programs and new institutions; the determination of the roles of institutions and sectors of the higher education system, including institutional size for planning purposes; and the establishment of such relationships with private institutions of higher education as may strengthen the total higher education resource of the state.

(b) Conduct statistical and other studies to assist the state-supported institutions of higher education in making the best and most efficient use of physical facilities, administrative staff, and faculty;

(c) Appoint advisory committees or individuals to advise and assist the commission and suggest solutions for the problems and needs of higher education;

(d) Seek the cooperation and advice of both state-supported and private institutions of higher education in performing its duties and functions and maintain liaison with state-supported and private secondary schools and the department of education;

(e) Accept grants and gifts from any source for the purpose of implementing its duties and functions under this section.

(2) No later than February 1, 1978, the commission shall develop its statewide plan for higher education pursuant to paragraph (a) of subsection (1) of this section. The commission members shall appear and report annually to the appropriate standing committee of each house of the general assembly, at a regular or special meeting of such committee, concerning higher education programs and its recommendations concerning such programs. Such plans may be revised from time to time thereafter, and any such revisions shall be reported to the appropriate standing committee.

23-1-109. Duties of commission with respect to state administrative agencies. (1) With respect to state administrative agencies, the commission shall:

(a) Recommend to the office of the controller fiscal rules which recognize the distinct nature and problems of such institutions;

(b) Recommend to the state purchasing agent systems of purchasing which recognize the distinct nature of such institutions;

(c) Recommend to the state personnel board personnel policies with respect to nonacademic personnel under the state personnel system of said institutions which recognize the distinct nature of such institutions;

(d) Cooperate with the state auditor in the program of post auditing of all financial transactions and accounts of the state institutions of higher education;

(e) Prepare and transmit annually, in the form and manner prescribed by the controller pursuant to the provisions of section 24-30-208, C.R.S. 1973, a report accounting to the governor and the general assembly for the efficient discharge of all responsibilities assigned by law or directive to the commission. Publications of the commission circulated in quantity outside the executive branch shall be issued in accordance with fiscal rules promulgated by the controller pursuant to the provisions of section 24-30-208, C.R.S. 1973.

23-1-110. Commission serve as state commission for federal act. The commission shall serve as the state commission for the administration of funds under Public Law 88-204, and any amendments thereto, known as the "Higher Education Facilities Act", and such other federal programs as may be assigned to the commission by the governor or general assembly.

23-1-111. Data provided to commission. The state-supported institutions of higher education shall provide the commission with such data as it deems necessary, but such data shall not include student or personnel records of a confidential nature.

23-1-112. Powers of commission - tuition. Whenever the governing board of any state institution of higher education having the authority to prescribe tuition rates determines that such rates should be revised, it shall submit its recommendation to revise such rates to the commission, and no such revision in tuition rates shall become effective unless determined by the commission to be consistent with the level of appropriations and other directives set by the general assembly.

23-1-113. Tuition waivers for veterans with service after August 5, 1964. (1) As used in this section, unless the context otherwise requires:

(a) "Full-time student" means a student enrolled for ten or more credits or, in eligible courses for which academic credit is not assigned, an equivalent, as defined by the commission, in a term of ten or more weeks.

(b) "Part-time student" means a student enrolled for fewer than ten credits or, in eligible courses for which academic credit is not assigned, an equivalent, as defined by the commission, in a term of ten or more weeks; or a student enrolled in any eligible program, the duration of which is less than ten weeks.

(c) "State institution of postsecondary education" means an institution subject to control by the regents of the university of Colorado, state board of agriculture, state board for community colleges and occupational education, including local district junior colleges and area vocational schools, trustees of the state colleges and university consortium in Colorado, trustees of the Colorado school of mines, or trustees of the university of northern Colorado.

(d) "Weighted average in-state tuition" means:

(I) In the case of a full-time student, an amount of money based on full-time enrollment during an academic year of three quarters or two semesters and computed as follows: For the prior fiscal year, multiply the number of in-state students at each state institution, except institutions under the jurisdiction of the state board for community colleges and occupational education, by the in-state tuition rate at that institution; add the products of such calculations to arrive at a total amount; and divide this amount by the total number of in-state students at the institutions used in the calculation;

(II) In the case of a part-time student, an amount of money based on part-time enrollment and computed as follows: Prorate the weighted average in-state tuition for a full-time student to a per credit basis; this amount is payable for each credit or its equivalent, in eligible courses for which credit is not assigned, for which the student enrolls.

(2) Within guidelines to be established by the commission, any full-time or part-time student who is a veteran with service from August 5, 1964, who is an in-state student as defined for tuition purposes in article 7 of this title, who served on active duty for any period between August 5, 1964, through August 5, 1973, who was discharged or released from active duty, who was or is eligible for federal educational benefits under chapter 34 of title 38, United States Code, and who was a resident of this state as established by the documented home of record at the time of entry into the service may be granted a tuition waiver from state institutions of postsecondary education of fifty percent of the weighted average in-state tuition.

(3) As used in this section, the term "active duty" does not include any period during which the veteran:

(a) Was a student assigned by the armed forces or any other branch of service engaged in the national defense to a civilian institution;

(b) Served as a cadet or midshipman at one of the service academies;

(c) Served under the provisions of section 511 (d) of title 10, United States Code, pursuant to an enlistment in the army national guard or the air national guard or as a reserve for service in any army reserve, navy reserve, air force reserve, marine corps reserve, or coast guard reserve.

(4) No tuition waiver under this section shall be afforded an otherwise eligible veteran for any term or course commencing more than eight years after the conclusion of the initial term of the veteran's induction or enlistment or by August 5, 1981, whichever is later. Each eligible veteran shall be entitled to tuition assistance for eleven quarter credit hours or its equivalent as defined by the commission, for each month or fraction thereof of continuous active duty between August 5, 1964, and August 5, 1973, to a maximum eligibility of one hundred ninety-eight quarter credit hours or one hundred thirty-two semester credit hours. Unless otherwise provided by law, if the appropriation appears at any time during the fiscal year to be insufficient to provide the tuition assistance for all veterans as authorized in this section, the tuition assistance shall be prorated by the commission in the remaining fiscal period for all eligible veterans.

23-1-114. Commission subject to termination. Unless continued by the general assembly, the commission shall terminate on July 1, 1983. The provisions of section 24-34-104 (5) to (11), C.R.S. 1973, concerning a wind-up period, a performance audit, public hearings, and claims by or against an agency shall apply to the commission; except that the executive director of the Colorado commission on higher education shall perform the duties of the executive director of the department of regulatory agencies set forth under such section, and the factors listed in section 24-34-104 (8) (b), C.R.S. 1973, which are applicable only to regulatory agencies shall not be considered.

APPENDIX C-1

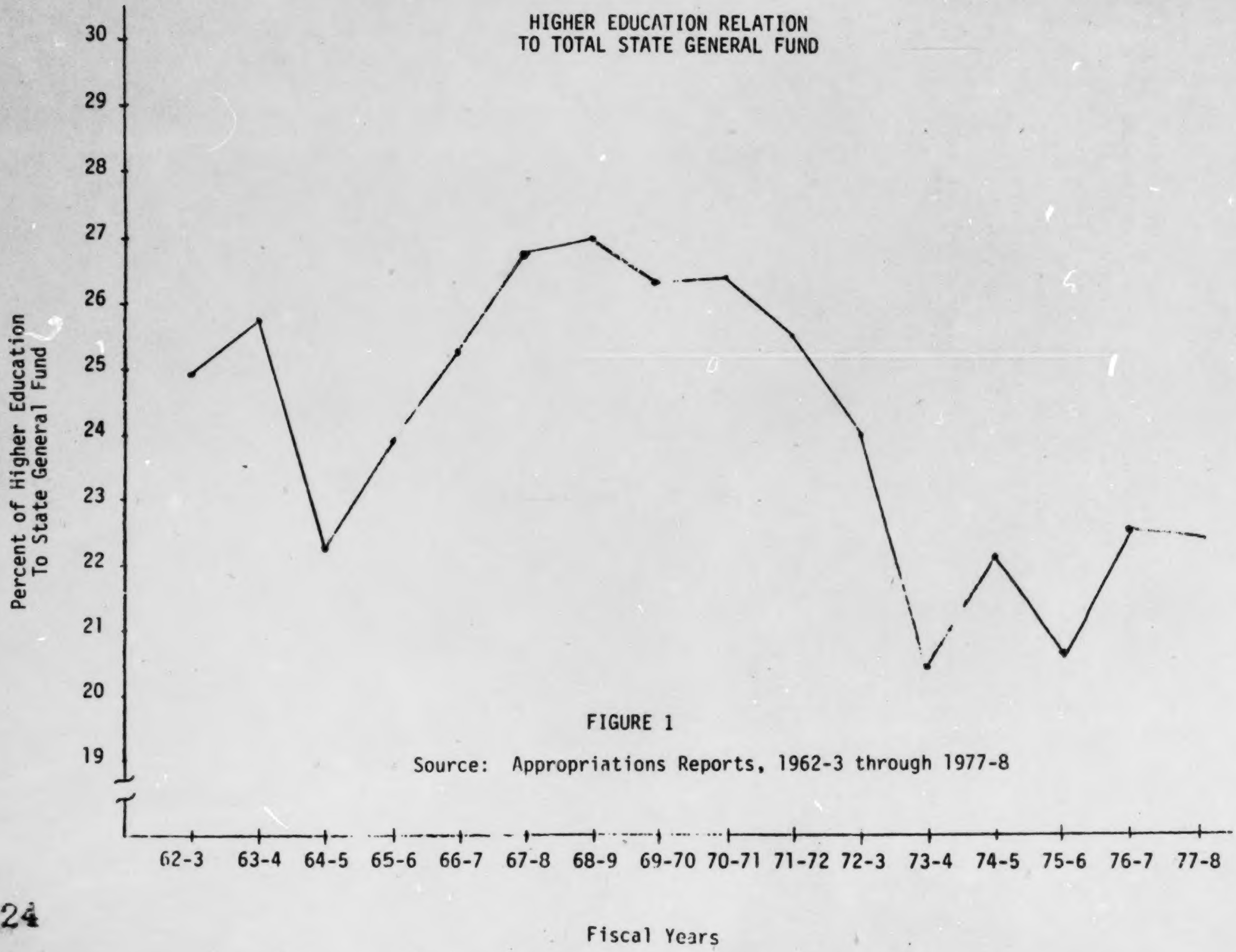
RESOURCE IMPLICATIONS OF THE MASTER PLAN

RESOURCE IMPLICATIONS OF THE MASTER PLAN

INTRODUCTION

Colorado has traditionally provided a large portion of the State's total appropriation to postsecondary education. Figure 1 displays the commitment since the 1962-63 fiscal year. It is noted that in ten of the past sixteen years the appropriation has been at least 24% of the total State General Fund appropriation. However, the last year this occurred was in 1972-73. While it is recognized that enrollment fluctuations have contributed to the decline in proportional support, the following data reflect an erosion in support relative to national averages, where enrollment fluctuations have been more extreme.

Category of Support	Colorado's Rank Nationally 1976-77	Colorado's Rank Nationally 1977-78
Percentage Increase in Appropriations (1975-76 to 1977-78)	26th	32nd
Appropriations per Capita	10th	12th
Appropriations per $1000 of personal income	15th	20th



HIGHER EDUCATION RELATION
TO TOTAL STATE GENERAL FUND

FIGURE 1

Source: Appropriations Reports, 1962-3 through 1977-8

The expenditure constraints which may be incorporated in the 1978-79 appropriations will most likely continue the trends shown above.

The recommendations displayed in the master plan, if fully implemented, will result in a moderate increase in General Fund support. The magnitude of the increases is difficult to forecast and, therefore, several basic assumptions have been made to display representative costs:

1. The time frame of the forecast will be restricted to the first five years of the master plan.
2. Each resource implication will be stated in terms of 1977-78 dollars regardless of what fiscal year it occurs.
3. Each recommendation will be displayed by itself.
4. A fully implemented recommendation will be continued at an appropriate annual increase to the base.
5. A total impact to the General Fund will be summarized for each year.
6. All dollar figures are to be considered incremental above current appropriation base.

A narrative summary of each cost impact follows which can be used to understand the numerical summary displayed in Table 1.

TABLE I

RESOURCE IMPLICATIONS OF THE MASTER PLAN
(Figures in 1977-78 Dollars)

Issue	Category	1978-79	1979-80	1980-81	1981-82	1982-83
A	Coordination/Governance	--	--	--	--	--
B	Governance of USC	$100,000	$100,000	--	--	--
C	In-state Offerings by Out of State Institutions	40,000	40,000	$ 40,000	$ 40,000	$ 40,000
D	Administrative Structure of Vocational Education	--	--	--	--	--
E	Veterans Approval Transfer	--	--	--	--	--
F	Modified Outreach	2,300,000	2,300,000	2,300,000	2,300,000	2,300,000
G	Access to Private/Proprietary Education	1,300,000	1,300,000	1,300,000	1,300,000	1,300,000
H	Rural Access	--	--	--	--	--
I	Changes to Current Student Aid	--	--	--	--	--
J	Auraria Board	--	--	--	--	--
K	Academic Program Review	125,000	125,000	125,000	125,000	125,000
L	Consortium Arrangements	135,000	135,000	35,000	35,000	35,000
M	Affirmative Action	--	--	--	--	--
N	Area Vocational Schools	--	--	--	--	--
O	Governance of Community College of Denver	--	--	--	--	--
P	Remedial Education	--	--	--	--	--
Q	Master Planning	--	--	--	--	--
R	CCHE Role in Budget Process	50,000	50,000	50,000	50,000	50,000
S	ADP Capabilities	--	--	--	--	--
T	Tuition Policies	--	--	--	--	--
U	Role of Students in Governance	--	--	--	--	--
V	Articulation	--	--	--	--	--
W	Creating - Modifying Institutions	--	--	--	--	--
X	Intercollegiate Athletics	--	--	--	--	--
Y	Collective Bargaining	--	--	--	--	--
Z	Avocational - Recreational Programming	--	--	--	--	--
	Total General Fund Increments	$4,050,000	$4,050,000	$3,850,000	$3,850,000	$3,850,000

Resource Implication Narrative

Coordination/Governance (Issue A)	No Fiscal Impact
Governance of USC (Issue B)	The transfer of USC from the Trustees of State Colleges and University Consortium to the State Board of Agriculture as well as the separation of the technical two-year program to a proposed Technical Community College of Pueblo has an estimated fiscal impact of $200,000. The additional costs to be incurred by the State Board of Agriculture would include: establishment of coordinated fiscal reporting systems (2.5 man years at $62,500); establishment of coordinated academic program (2.5 man years at 62,500); and development of a plan for separation of technical two-year programs (2.5 man years at $62,500) and related operating and travel expenses of $12,500.
Controlling In-State Offerings by Out-of State Institutions (Issue C)	The current legislation has never received an appropriation for implementation. It appears that a staff person, secretary, and appropriate supplies and expense dollars are needed. Conclusion: 2.0 FTE and $40,000 per year.
Administrative structure for Vocational Education (Issue D)	No significant fiscal impact but will require a redistribution of FTE between Community College sector and Vocational sector.
Veterans' Approval Agency for Colorado (Issue E)	No significant fiscal impact assuming transfer of existing staff.
Modified Outreach (Issue F)	The current 2.6 FTE and $63,000 will have to be continued although the program tasks will change. The "extended campus" concept will require general fund support for off-campus "for-credit" classes. With the recommendation that off-campus students pay the same tuition and tuition rates as on-campus students, the impact on the general fund will be approximately 2.3 million dollars.

Impact Upon General Fund of State Support for Off-Campus "for-credit" instruction (1977-78 estimate) would be:

Number of "for-credit" FTE's (off-campus)	4,000	(approximate)
Average Cost (Ed/General)	990	(per year)
Total Education/General Costs:	$3,960,000	
Less Average Resident Tuition for on-campus Instructions:	458	(per year for 4,000 FTE's)
Tuition Revenue	1,832,000	
Approximate Net Annual Costs to State:	$2,128,000	(+7% for one-year lag)

Though the recommendation is for full implementation, the modified outreach proposal could be phased in over the planning period.

Student Access to Private/Proprietary Education (Issue G)

The fiscal note is worked out in detail in Appendix C-2 and amounts to $1,300,000 per year (including area vocational schools).

Rural Access (Issue H)

No fiscal impact beyond that involved in current year budget recommendations.

Changes to Current Student Financial Aid (Issue I)

No specific recommendation is made. However, adjusting guidelines upward to increase the numbers of students from middle class families without reducing total money available for students currently eligible could be fiscally significant. Data are not, however. currently available.

Conclusion: No fiscal impact.

Auraria Board (Issue J)

The recommendation is that the Auraria Board should examine further decentralization of the management and operations of the Auraria complex.

Conclusion: No incremental fiscal impact during the planning period.

Academic Program Review (Issue K)

The CCHE is conducting new program review with existing staff. The changes and enhancements of existing procedures can be handled by existing staff. However, review of existing programs is more costly because of the necessity for state-wide review. The CCHE is currently requesting $625,000 for the review of up to 25 statewide disciplines during the planning period ($125,000 a year for five years).

Consortia Arrangements
(Issue L)

Because of staffing and program limitations, the State Colleges and University Consortium is requesting staff for academic coordination and secretarial support for increasing Consortium activities. The cost for this required level of support is $35,000 per fiscal year beginning 1978-79. Consortium funding support is required for a two-year period to develop adequately faculty exchange ($50,000); student exchange ($50,000); and Program Sharing ($100,000) among Consortium institutions. This development will encompass the institutions governed by the Trustees and other PSE institutions throughout Colorado.

Conclusion: 1.5 FTE and $35,000 per year plus $100,000 for fiscal years 1978-79 and 1979-80 for faculty exchange student exchange and program sharing.

Affirmative Action
(Issue M)

Will require more comprehensive reporting system but incremental costs should not be significant.

Area Vocational School Roles/Missions
(Issue N)

No Fiscal impact.

Governance of Community College of Denver
(Issue O)

No significant fiscal impact.

Remedial Education
(Issue P)

There is no apparent fiscal impact of the recommendations of Issue P. The fiscal implications relating to this subject will be under constant review throughout the review period of the master plan.

Master-Planning-Campus Responsibilities (Issue Q)	No significant fiscal impact beyond that already requested in the CCHE budget.
CCHE Role in Budgetary Process (Issue R)	An additional staff member plus related support, travel and supplies appears appropriate. No additional staff at the governing boards or agencies appears necessary. Conclusion: 1.0 FTE and $35,000
ADP Capabilities (Issue S)	Fiscal impact unknown until completion of the ADF master plan for postsecondary education.
Tuition Policies (Issue T)	Current policy is recommended to be continued. No fiscal impact.
Role of Students in Governance (Issue U)	No significant fiscal impact.
Articulations (Issue V)	No significant fiscal impact.
Creating - Modifying Institutions (Issue W)	Position not yet developed.
Intercollegiate Athletics (Issue X)	Position not yet developed.
Collective Bargaining (Issue Y)	No fiscal impact until the State passes permissive legislation or agrees to negotiate with teacher unions.
Avocational Recreation Program (Issue Z)	No fiscal impact.

APPENDIX C-2

TECHNICAL DETAIL ON PROPRIETARY/PRIVATE SECTOR IMPACT ON STATE STUDENT AID PROGRAMS

Narrative:

The fiscal note of Table 1, Issue G, attempts to evaluate the cost of providing the same per-student state aid to students attending private institutions as is presently provided to students attending comparable institutions.

1. The private sector institutions considered included:

University of Denver	Loretto Heights
Colorado College	Regis College
Colorado Women's College	

2. Proprietary institutions included were private vocational schools holding regular certificates issued from the State Board of Community Colleges and Occupational Education or approved pursuant to any other relevant Colorado Statute.

3. Area vocational schools, which are funded somewhat like local district colleges, were also included.

4. Student populations were:

   Colorado resident undergraduate students enrolled on at least a half-time basis. (More than or equal to one-half time for private/proprietary sector; resident full-time equivalent students in the public sector. This was done because of available data limitation and because the resulting error is not believed to be significant.)

   It should be noted, however, that the absolute values of the private sector resident enrollment data may not be of good quality.

5. State funded student aid considered was:

   - Colorado Student Grant
   - State portion of the Federal "State" Student Incentive Grants
   - Colorado Work Study (Both need and no need)
   - NDSL State Matching

6. Fall 1976 enrollment data and Fall 1977 allocations were used.

7. The basic procedure was to calculate an average award per student for each student aid category at the comparison institutions. The average award was then multiplied by the student headcount for each institution or group of institutions, to estimate the dollars to be awarded at each private/proprietary/area vocational institution.

For the purposes of the fiscal note, the entire four-year comparison group (public) was used to estimate the per student award to each private school. Similarly, the total two-year (public) sector was averaged for the proprietary and area vocational schools. In a formal operating system, specific comparison groups for each private, proprietary, or area vocational institution will have to be determined.

APPENDIX D

DETAILED CONSIDERATIONS FOR ALTERING THE CURRENT POSTSECONDARY EDUCATIONAL BUDGETARY PROCESSES

PROPOSED CHANGES IN HIGHER EDUCATION BUDGETING

Changes in Appropriations Philosophy

To provide greater flexibility, the following changes in the appropriation philosophy are recommended as candidates for serious study:

1. Give governing boards authority to transfer among line items within a campus appropriation and to make intercampus transfers when needed.

2. Change the General Fund appropriation controls to dollars only and include employee FTE figures as legislative estimates rather than control figures.

3. Increase the minimum dollar value of capital construction projects from $10,000 to $50,000 and equipment limits in capital construction from $50,000 to $100,000 to recognize inflation that has occurred and reduce the amount of detail discussed with the Legislature; allocate more funds for minor remodeling and equipment in operating budgets to cover small projects.

4. Make a general fund appropriation to higher education institutions but make the cash fund number an estimate and not an appropriation.

5. Permit institutions to use excess cash funds including transfers, in ways which do not increase General Fund liability. (For example, excess indirect cost recoveries might be used for nonrecurring purposes agreed on in advance like equipment, books, remodeling and extra costs induced by new projects.)

6. Appropriate "central pot" allocations for classified salaries and benefits to the institutions at the beginning of the year and expect them to manage the amount, encourage efficiency by permitting salary savings to be used for non-recurring items agreed on in advance, such as library books, equipment, and one-time projects.

7. Concentrate the appropriation analysis on accomplishments and needs of the institution rather than variations from legislative estimates of fund utilization.

8. Disregard variations in enrollment of ± 2% and permit the institution to deal with the variation through changes in cash funds, since colleges find it difficult to change spending patterns during the year.

9. Show sponsored program lines as estimates and not as appropriations to avoid needless supplementals should activity during the year be higher than anticipated.

10. Appropriate financial aid to institutions after receiving recommendations from CCHE, and appropriate to CCHE a reserve to meet unanticipated problems

11. Have CCHE initiate major policy changes in financial aid policy a year in advance so that they can be included in request budgets and be considered in the student admission process.

12. Whenever major policy changes are made such as state support of group insurance, major increase in financial aid, etc., allocate the funds centrally for one year only and include them in institutional budgets thereafter.

13. Reduce the number of line items and go more to program budgets which emphasize amounts and kinds of service rather than detail on the resources used to provide the service; treat line items in capital projects as estimates and control to total dollars.

14. Have governing boards set tuition but require that it be a minimum of the current tuition philosophy.

15. Reduce the number of footnotes to those that represent major legislative policy decisions.

16. Encourage gifts to capital construction projects by permitting them to be added without offsetting General Fund reductions.

Changes in Executive Agency Relations

The following changes in executive agency relations with institutions are suggested:

1. Review statutes, footnotes and practices to reduce the number of items on which agencies need operating approval from central executive agencies. (Examples: controller's footnote on personnel action costs, detailed capital construction project reviews during construction. purchasing and central services practices etc.)

2. Change personnel practices to make personnel actions, such as reclassifications, that have significant financial impact effective only on July 1 with sufficient lead-time so that the costs can be considered in the appropriation process.